español

Spanish

Language Guide

July 2015
Spanish 1.2

Spanish
Recommended Grammar Sequence

MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

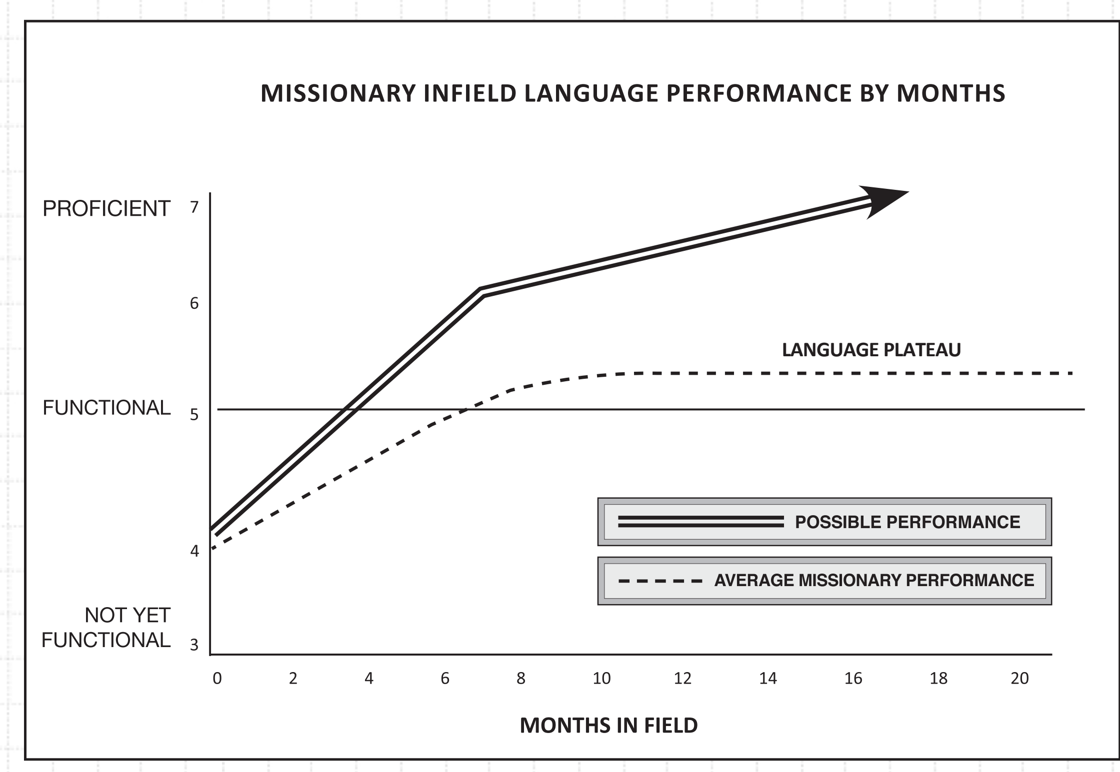
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

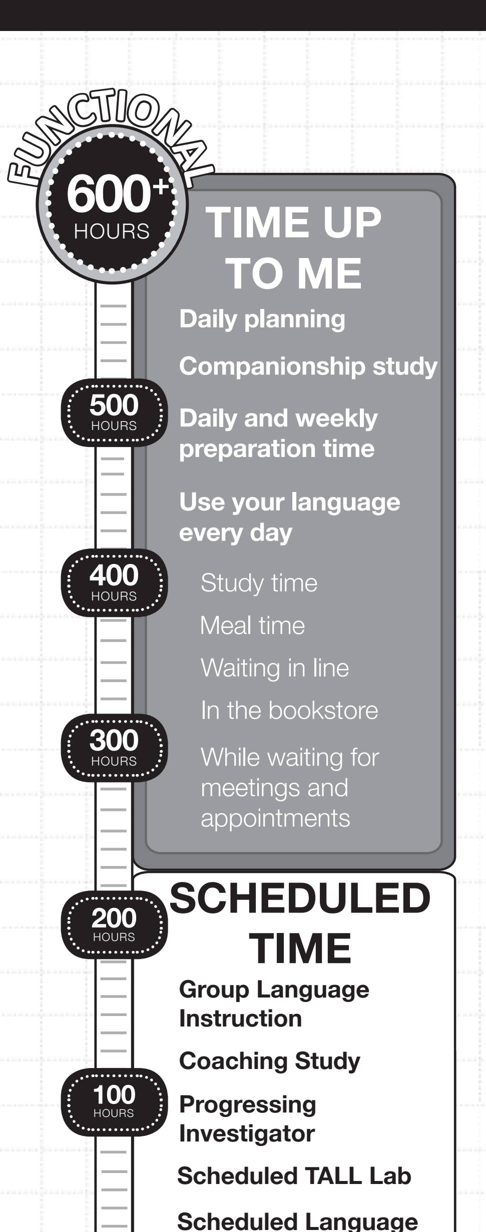
What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.





Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel, 128)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.



YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

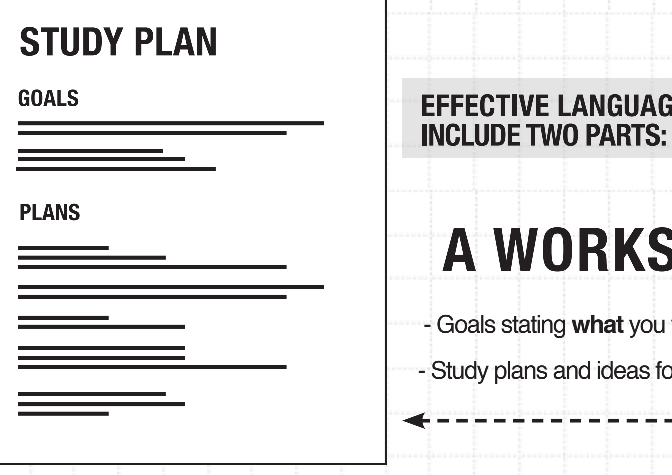
MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.



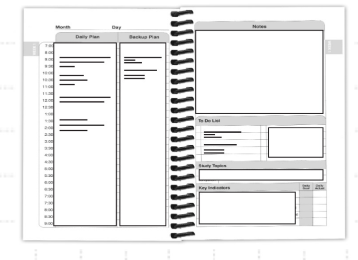
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

My Language Study Plan

This week's goals: [What]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

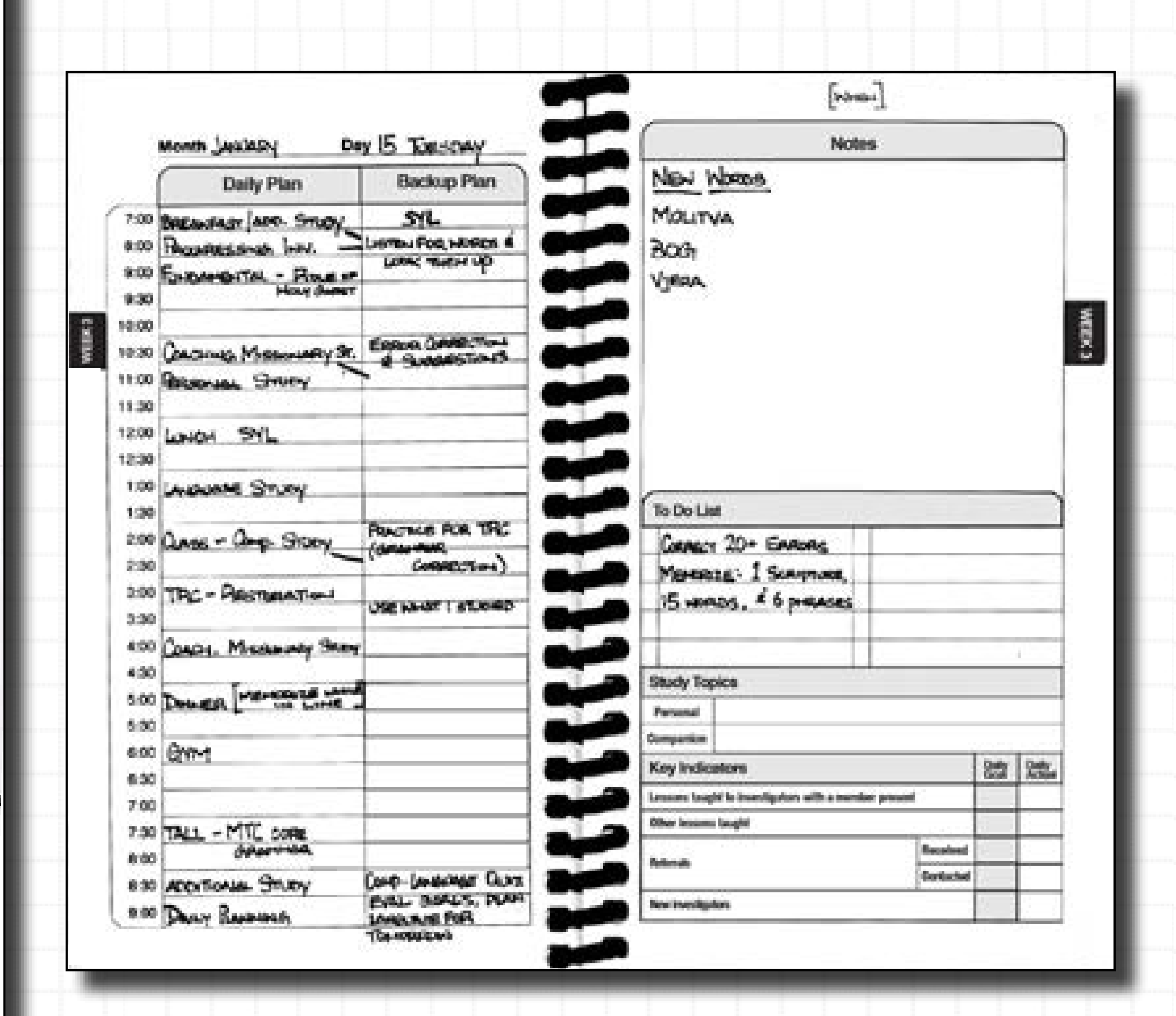
Study Plans: [How]

- Use every moment well
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (aim for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [Why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language Study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a Simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

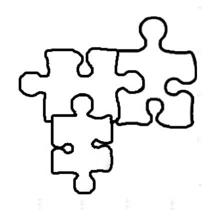
- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.





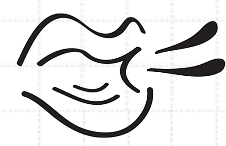
STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.



STEP 3: PRACTICE ALOUD

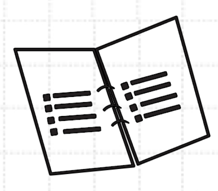
- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.



STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY





NEW VOCABULARY

PREPARING FOR THE FIELD

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

GRAMMAR PRINCIPLE

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

	Tengo *I have (am)*		**mucho** *very*	**miedo** *afraid of*	**a los perros** *dogs*
Cuánto(a/s) (no) *How much*	**tengo** *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
Sí, *Yes,*	**tienes** *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
No, *No,*	**tiene** *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
¿Por qué *Why*	**tiene** *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
Porque *Because*				**hambre** *hungry*	**enseñar a las personas** *of teaching people*
				sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
				calor *hot*	
				frío *cold*	
				frío *cold*	

¿Tiene mucho sueño?
Are you very sleepy?
Sí, tengo mucho sueño.
Yes, I am very sleepy.
No, no tengo sueño.
No, I am not sleepy.

¿Cuántos años tiene?
How old are you?
Tengo diecinueve años.
I am nineteen years old.

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario

The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts

• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

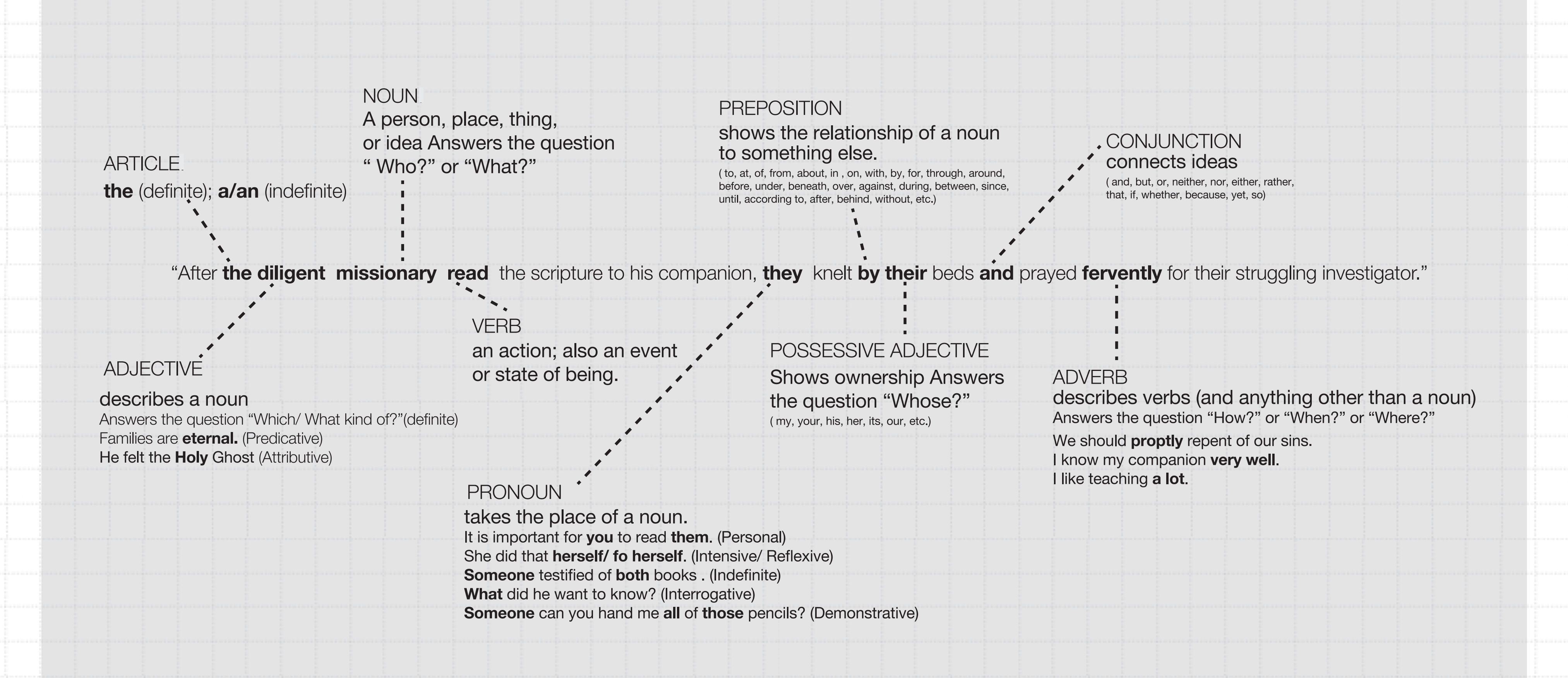
The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS



INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are “the dilligent missionary” and “they.”

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is “the scripture.”

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is “his companion.”

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include “ by their beds” and “for their struggling investigator.”

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I **am a missionary.** (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Common Classroom Phrases and Numbers

Questions (Preguntas)
¿Cómo se dice....? How do you say.....?
¿Cómo se escribe....? How do you spell....?
¿Qué significa....? What does _______ mean?
¿Cómo se pronuncia.....? How do you pronounce.....?
¿Tiene una pregunta? Do you have a question?
¿Dónde está....? Where is....?
¿Está bien? Is everything ok?

Phrases (Frases)
¡Levántense! (you all) Stand up!
Siéntense (you all) Sit down
Repitan (you all) Repeat
¡Adelante! / ¡Pasen! Come in!
Muy bien Very good

Phrases (Frases)
Tengo una pregunta. I have a question.
No entiendo. I don’t understand.
Por favor Please
Gracias Thank you
De nada You’re welcome
el baño bathroom
agua water
Sí Yes
No No

Numbers	
1	*uno*
2	*dos*
3	*tres*
4	*cuatro*
5	*cinco*
6	*seis*
7	*siete*
8	*ocho*
9	*nueve*
10	*diez*
11	*once*
12	*doce*
13	*trece*
14	*catorce*
15	*quince*
16	*dieciseis*
17	*diecisiete*
18	*dieciocho*
19	*diecinueve*
20	*veinte*

Numbers	
21	*veintiún/veintiuno*
22	*veintidós*
23	*veintitrés*
24	*veinticuatro*
25	*veinticinco*
26	*veintiséis*
27	*veintisiete*
28	*veintiocho*
29	*veintinueve*
30	*treinta*
40	*cuarenta*
50	*cincuenta*
60	*sesenta*
70	*setenta*
80	*ochenta*
90	*noventa*
100	*cien*
101	*ciento uno*
200	*doscientos*
300	*trescientos*
1000	*mil*
2000	*dos mil*
1820	*mil ochocientos veinte*

Part of Speech	Definition	Example
Subject (Sujeto)	Who is doing the action. You can usually find the subject if you ask "who or what 'verbs' or 'verbed'?".	**<u>José Smith</u> oró.** <u>Joseph Smith</u> prayed.
Verb (Verbo)	An action word. This describes the action or state of being. Verbs have tenses, such as past, present, and future.	**José Smith <u>oró</u>.** Joseph Smith <u>prayed</u>.
Noun (Sustantivo)	A person, place, or thing. These can also be (and commonly are) the subject of a sentence.	**<u>Jesucristo</u> es perfecto.** <u>Jesus Christ</u> is perfect.
Adjective (Adjetivo)	Describes a noun (person, place, or thing).	**Jesucristo es <u>perfecto</u>.** Jesus Christ is <u>perfect</u>.
Preposition (Preposición)	Shows the noun's relationship to another word in the sentence. A good basic rule to follow is any word that fills in the blank '_____ box'. (*toward* the box, *in* the box, *through* the box, etc.)	**Yo soy <u>de</u> Guatemala.** I am <u>from</u> Guatemala.
Adverb (Adverbio)	Describes the verb. In English, these usually end with -ly. In Spanish, these typically end with -mente.	**Ellos oraron <u>fielmente</u>.** They prayed <u>faithfully</u>.
Pronoun (Pronombre)	A word that takes the place of a noun. In the sentence "James taught Lesson 3", 'James' can be replaced with 'he'. Common pronouns are he, she, it, them, someone, everyone....etc.	**Cristo es el Salvador.** **<u>Él</u> es el Salvador.** Christ is the Savior <u>He</u> is the Savior.
Object (Objeto)	Who or what is being acted upon by the subject of the sentence. In Spanish, there are 2 different kinds of Objects: Direct and Indirect. *Direct Object Pronouns (DOP)* are who or what is being 'verbed'. *Indirect Object Pronouns (IOP)* can usually be indentified by asking 'for/to whom?'.	*DOP:* **Santiago enseñó <u>Lección 3</u>.** James taught <u>Lesson 3</u>. *IOP:* **María (<u>le</u>) ora <u>a Dios</u>.** Maria prays <u>to God</u>.

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Personal Pronouns

Yo I	**Nosotros** We
Tú You (informal)	**Vosotros** You-all (informal)
Él/Ella/Usted He/She/You (formal)	**Ellos/Ellas/Ustedes** They/You-all (formal)

Verbs	
ser	*to be*
ir	*to go*

Prepositions	
de	*of/from*
a	*to/at*

Nouns	
misionero/a	*missionary*
compañero/a	*companion*
nombre	*name*
representante	*representative*
Jesucristo	*Jesus Christ*
los Estados Unidos	*the United States*
iglesia	*church*

Question Words	
¿Cómo?	*How?*
¿Qué?	*What?*
¿Quién?	*Who?*
¿Cuál?	*Which?*
¿Cuándo?	*When?*
¿Por qué?	*Why?*
¿Dónde?	*Where?*

In-Class Practice (with teacher):

Practice meeting others in your district. Switch off being a missionary and an investigator to practice for your lesson with your progressing investigator.

Additional Practice (after class):

Meet 3 new people that are in your zone who are not your district. Introduce yourself, and get to know them. Practice using the words and phrases you learned in class today.

Grammar Help:

Notice that each column is marked with the part of speech that coorelates with the words below (verb, preposition, etc.). Pay attention to the patterns you see in the positioning of these words (both in sentences and in questions) as you start learning Spanish.

Meet Someone (Conocer a Alguien)

¡Hola!	Hello!
Buenos días	Good morning
Buenas tardes	Good afternoon
Buenas noches	Good evening/night

Subject*	Verb	Adjective	Other
Yo I	**soy** am	**el élder/la hermana_____** Elder/Sister_____	
Él He	**es** is	**misionero/a(s)** missionary(ies)	**de Jesucristo** of Jesus Christ
Ella She		**mi compañero/a(s)** my companion(s)	
Nosotros We	**somos** are	**representante(s)** representative(s)	

¿Cómo está?	How are you?
¿Cómo le va?	How's it going?

¡Mucho Gusto!	Nice to meet you!
Igualmente	Equally (you too)
¡Nos vemos!	See you later!
Adiós	Goodbye

Name	Verb	Object
Mi nombre My name	**es** is/are	**el élder/la hermana _____** Elder/Sister _____
Me llamo I call myself		

Question Word	Verb	Object
¿Cuál Which/what	**es** is/are	**su nombre?** your name?
¿Quién Who		**Usted?** you?
		su compañero/a? your companion?
¿Cómo What	**se llama(n)** (do) you (all) call	**Usted(es)?** you? (yourself/selves)

Subject	Verb	Preposition	Place
Yo I	**soy** am	**de** of/from	**Utah** Utah
	voy go	**a** to/at	**Argentina** Argentina
Nosotros We	**somos** are		**México** Mexico
	vamos go		**los Estados Unidos** the United States

Preposition	Question Word	Verb	Subject
¿A To	**dónde** where	**va** go	**Usted/él/ella?** you/he/she
¿De Of/From		**es** is/are	
		van go	**Ustedes/ellos/ellas** you-all/them
		son are	

For any grammar terms you don't know (subject, verb, preposition, etc.), refer to page 21 of this book.

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
Dios	*God*
la oración	*prayer*
el Espíritu Santo	*the Holy Ghost*
la familia	*family*
las escrituras	*scriptures*
el profeta	*prophet*
El Libro de Mormón	*The Book of Mormon*
Salvador	*Savior*
Padre Celestial	*Heavenly Father*
testigo	*witness*
hijo	*son, child*

Prepositions	
en	*in, on*
de	*of/from*

Adjectives	
importante(s)	*important*
especial(es)	*special*
amoroso/a(s)	*loving*
poderoso/a(s)	*powerful*
verdadero/a(s)	*true*
sagrado/a(s)	*sacred*

Verbs	
ser	*to be*
creer	*to believe*
ayudar	*to help*
bendecir	*to bless*
amar	*to love*

Personal Pronouns

Yo I	**Nosotros** We
Tú You (informal)	**Vosotros** You-all (informal)
Él/Ella/Usted He/She/You (formal)	**Ellos/Ellas/Ustedes** They/You-all (formal)

Possessive Pronouns

Mi(s) My	**Nuestro/a(s)** Our
Tu(s) Your (informal)	**Vuestro/a(s)** Your (plural, informal)
Su His/Her/its/Your (formal)	**Sus** Their/Your (plural, formal)

In-Class practice (with teacher):

Practice teaching your companion a brief summary of Lesson 1. Try to create at least 1 sentence for each of the 8 head-ings of Lesson 1.

Grammar Help:

Notice that each column is marked with the part of speech that coorelates with the words below (verb, preposition, etc.). Pay attention to the patterns you see in the po-sitioning of these words (both in sentences and in questions) as you start learning Spanish. *See page 21 of this book for any grammar terms you are unfamilar with.*

Subject	Verb	Pronoun	Adjective
Dios God **Jesucristo** Jesus Crist **La oración** Prayer **El Espíritu Santo** The Holy Ghost	**es** is	**mi(s)** my **su(s)** your **nuestro/a(s)** our	**Padre Celestial** Heavenly Father **Salvador** Savior **comunicación con Dios** communication with God **importante(s)** important **amoroso/a(s)** loving **testigo(s) de Dios** witness(es) of God **hijo(s) de Dios** child/children of God **especial(es)** special
Las familias Families **Las escrituras** Scriptures **Ustedes** You-all **Los profetas** Prophets	**son** are		

?

To form a question without a question word, the voice inflexion goes up at the end of the question.

Question Word	Verb	Object
¿Quién(es) Who **¿Qué** What	**es** is	**Dios?** God? **José Smith?** Joseph Smith? **el Espíritu Santo?** the Holy Ghost? **la oración?** prayer? **importante a Usted?** important to you?
	son are	**los profetas?** the prophets? **las escrituras?** the scriptures?

option 1 = en

Subject	Verb	Linking word
Yo I	**creo** believe	**en**[1] in
Nosotros We	**creemos** believe	
Usted You	**cree** believe	**que**[3] that
Ustedes You-all	**creen** believe	

\+

Object
Dios God
oración prayer
el Libro de Mormón the Book of Mormon
Jesucristo Jesus Christ

\+

Pronoun	Verb
me me **le(s)** you/you-all **nos** us	**ama** loves **ayuda** helps **bendice** blesses

option 2

option 3 = que

?

To form a question without a question word, the voice inflexion goes up at the end of the question.

Prework (30 min):

Memorize the following vocabulary to prepare for in-class instruction.

Object Pronouns

Me Me	**Nos** Us
Te You (informal)	**Os** You-all (informal)
Le Him/Her/You (formal)	**Les** Them/You-all (formal)

Nouns	
el Evangelio	*the Gospel*
el llamamiento misional	*mission call*
la paz	*peace*
el consuelo	*comfort*
el don de lenguas	*the gift of tongues*
la paciencia	*patience*
el cambio	*change*
el corazón	*heart*

Adjectives	
agradecido/a(s)	*grateful, thankful*
querido/a(s)	*dear*

Prepositions	
por	*for, by, through*
con	*with*
a	*at/to*
en	*in/on*

Conjuctions	
que	*that*
para que	*so that*

Verbs	
pedir	*to ask for (a favor)*
orar	*to pray*
dar	*to give*
estar	*to be*
bendecir	*to bless*
leer	*to read*
querer	*to want*
bautizarse	*to get baptized*
tener	*to have*

In-Class Practice:

Using past vocab and patterns you have learned, practice explaining what prayer is and praying with your companion. Switch off being the missionary and investigator.

Additional Practice:

Pray in Spanish at least twice a day individually and as a companionship.

Grammar Help:

You might have noticed that there are two verbs in Spanish that mean ‘to be’- *ser* and *estar*. You will learn the difference between these verbs later on.

1. Address Heavenly Father	
Adjective	**Name**
Querido Dear **Nuestro** Our	**Padre Celestial** Heavenly Father

2. Give Thanks				
Subject + Verb	**Adjective**	**Preposition**	**Pronoun**	**Object**
Estoy I am **Estamos** We are	**agradecido/a(s)** grateful	**por** for	**mi(s)** my **nuestro/a(s)** our	**familia(s)** family **compañero/a(s)** companion(s) **el Evangelio** the Gospel **llamamiento misional** mission call
Te doy I give Thee **Te damos** We give Thee	**gracias** thanks			

3. Ask for Blessings			
Petition	**Verb**	**Object Pronoun**	**(name)****
Por favor Please	**bendice** bless **ayuda** help	**me** / **nos** **te** / **os** **le** / **les**	**a Carlos** Carlos **al* Hermano** _____ Brother________ **a la Hermana** _____ Sister _______
	Object Pronoun	**Verb**	
Te pido que I ask Thee **Te pedimos que** We ask Thee	**me** / **nos** **te** / **os** **le** / **les**	**bendigas** bless **ayudes** help	

** a + el = al*

Preposition	**Object**
con with	**paz** peace **el don de lenguas** the gift of tongues **el Espíritu** the Spirit **paciencia** patience
Prep. + Verb	
a tener to have	
Conjuction	**Verb Phrase**
para que yo/él/ella so that I/he/she	**tenga un cambio de corazón** has/have a change of heart **lea el Libro de Mormón** read(s) the Book of Mormon **quiera bautizarse** want(s) to be baptized **ore** pray(s)

4. End Prayer
En el nombre de Jesucristo, Amen. In the name of Jesus Christ, Amen.

*** When talking about someone else, you can use both the Object Pronoun (le or les) and the person's name(s), or just use either their name or the pronoun. Either option is correct.*

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
la fe	*faith*
el arrepentimiento	*repentance*
el bautismo	*baptism*
la Expiación	*the Atonement*
la bendición	*blessing*
la esperanza	*hope*
la felicidad	*happiness*
el pecado	*sin*
testimonio	*testimony*
conocimiento	*knowledge*

Adjectives	
verdadero/a(s)	*true*
restaurado/a(s)	*restored*
amoroso/a(s)	*loving*
limpio/a(s)	*clean*

Verbs	
saber	*to know*
testificar	*to testify*
brindar	*to offer*
vivir	*to live*
poder	*to be able to / can*
tener	*to have*
superar	*to overcome*
sentir	*to feel*
regresar	*to return*
encontrar	*to find*
seguir	*to follow*
obedecer	*to obey*
sacrificar	*to sacrifice*
ayudar	*to help*

Prepositions	
Mediante	*through*
A través de	*through*
Por medio de	*through*
Al	*by, upon*

In-Class Practice:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the Atonement has helped you in your life.

Additional Practice:

Before your next lesson, bear testimony to at least 3 different people who are not in your district, using the phrases and vocab you learned in this task.

Extra Mile Phrases

Al + Infinitive Verb + Object

Al + any infinitive verb makes the phrase 'By (verb)-ing....'

Example:

Al	**+**	**seguir** to follow	**a Jesucristo....** Jesus Christ...
		obedecer to obey	**los mandamientos...** the commandments...

Grammar Help:

You can learn more about the verb *poder* (to be able to / can) and verb patterns on page 56 of this book.

Subject	Verb	that...
Yo I	**sé** know	que...
	testifico testify	

In order to form a question with a question word, flip the subject and verb.

¿Por qué Why	**cree(n)** believe	**Ud.*** you	que...
¿Cómo How	**sabe(n)** know	**Uds.*** you-all	

**Usted and Ustedes can be abbreviated in writing using Ud. and Uds.*

Subject	Verb	Other
Jesucristo Jesus Christ	**es** is	**el Salvador** the Savior
El Libro de Mormón The Book of Mormon	**será** will be	**verdadero/a** true
El Evangelio The Gospel	**fue** was	**una bendición para mí/Ud** a blessing for me/you
La Expiación The Atonement	**ha sido** has been	**restaurado/a** restored
La oración Prayer		**importante en mi vida** important in my life
José Smith Joseph Smith		**un profeta de Dios** a prophet of God

Preposition	Object
Mediante Through	**la fe,** faith,
A causa de(l)** Because of	**el arrepentimiento,** repentance,
	el Espíritu, the Spirit,

*** de + el = del*

Subject		Conjugated Verb - can		Infinitive Verb	Object
Yo	**Nosotros**	**puedo**	**podemos**	**tener** to have	**vida eterna** eternal life
Tú	**Vosotros**	**puedes**	**podéis**	**superar** to overcome	**el pecado** sin
Él/Ella/ Usted	**Ellos/ Ellas/ Ustedes**	**puede**	**pueden**	**sentir** to feel	**a Dios** to God
				regresar to return	**felicidad** happiness

Question
¿Por qué Why
¿Cómo How

Subject	Object Pronoun		Verb	Object	
Jesucristo Jesucristo	**me**	**nos**	**ayuda a** helps	**superar desafíos** overcome challenges	**?**
El Libro de Mormón The Book of Mormon	**te**	**os**	**hace sentir** makes ___ feel	**gozo** joy	
	le	**les**			

Extend an Invitation (Extender un compromiso)

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
la respuesta	*answer*
el amor	*love*
el mensaje	*message*
la veracidad	*truthfulness*
el ejemplo	*example*
los sentimientos	*feelings*
la importancia	*importance*
la intención	*intention*

Verbs	
asistir a	*to attend*
buscar	*to look for*
recibir	*to receive*
encontrar	*to find*
pensar	*to think*
aprender	*to learn*
seguir	*to follow*
entender	*to understand*

Adverbs	
semanalmente	*weekly*
diariamente	*daily*
esta noche	*tonight*
esta semana	*this week*
sinceramente	*sincerely*
cada día	*each day*
fielmente	*faithfully*

Prepositions	
sobre	*about*

Grammar Help:

Notice the pattern in the verbs for future tense.

Singular = infinitive verb + **á**
Plural = infinitive verb + **án**

In-Class Practice:

Practice different invitations with your companion. Focus on extending invitations that will help your investigator come closer to Christ and that help prepare them for baptism.

Additional Practice:

Plan out with your companion which invitations you will extend to your investigator during your next visit with them. Then practice these invitations with another companionship. Together, practice the commitment pattern of extending an invitation, promising blessings, and following-up.

Extend an Invitation		
Verb (Future Tense)	**Preposition**	**Object**
(¿) Orará(n) Will you (all) pray	**con** with **sobre** about	**verdadera intención (?)** real intent?
(¿) Leerá(n) Will you (all) read		**el Libro de Mormón (?)** the Book of Mormon?
(¿) Seguirá(n) Will you (all) follow		**el ejemplo de Jesucristo (?)** the example of Jesus Christ?
(¿) Asistirá(n) a Will you (all) attend		**la iglesia (?)** church?
(¿) Buscará(n) Will (all) you look for		**los sentimientos del Espíritu (?)** the feelings of the Spirit?

Adverbs
semanalmente? weekly?
sinceramente? sincerely?
diariamente? daily?
esta noche? tonight?

Si...
If...

To promise blessings using an "if, then" statement, use 'si' at the begining of this box.

Yo I	**sé** know	**que...** **that...**
	prometo promise	

Promise Blessings		
Verb (Future Tense)	**Adjective Phrase**	**Object**
Sentirá(n) You (all) will feel	**la importancia de(l)** the importance of **la veracidad de(l)** the truthfulness of	**el Libro de Mormón** the Book of Mormon
Recibirá(n) You (all) will receieve		**una respuesta de Dios** an answer from God
Encontrará(n) You (all) will find		**el amor de Dios** the love of God
Entenderá(n) You (all) will understand		**nuestro mensaje** our message

Follow-Up		
Verb (Past Tense)	**Preposition**	**Object**
¿Oró/Oraron Did you (all) pray	**sobre** about	**José Smith?** Joseph Smith?
¿Leyó/Leyeron Did you (all) read		**el Libro de Mormón?** the Book of Mormon?
¿Recibió/Recibieron Did you (all) receive		**una respuesta?** an answer?
¿Asistió/Asistieron a Did you (all) attend		**la iglesia?** church?

Follow-Up	
Question Word	**Verb (Past Tense)**
¿Qué What **¿Cómo** How	**sintió/sintieron?** you (all) feel?
	aprendió/aprendieron? you (all) learn?
	pensó/pensaron? you (all) think?

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Demonstrative Pronouns

Este/a This	**Estos/as** These
Ese/a That	**Esos/as** Those

Nouns	
el pasaje	*passage*
el capítulo	*chapter*
la duda	*doubt*
la pregunta	*question*
la página	*page*
el número	*number*
la historia	*story/history*
la obediencia	*obedience*
los efectos	*effects*
la caridad	*charity*

Verbs	
compartir	*to share*
gustar	*to like*
contestar	*to answer*
enseñar	*to teach*
mostrar	*to show*
explicar	*to explain*
hablar	*to speak/talk*
deber	*(to) should*
necesitar	*to need*
hacer	*to do*
desarrollar	*to develop*
hay	*there is/are*

Other	
para (infinitive verb)	*in order to* ______
aquí	*here*
como	*like, as*

In-Class Practice:

Practice sharing and teaching about your favorite scripture passage in the Book of Mormon.

Additional Practice:

Find 3 different scriptures about faith that you could share in a lesson with an investigator. Prepare to share these scriptures by practicing these phrases. With someone in your district that isn't your companion, practice introducing the scripture, helping the investigator to understand the scripture, and asking questions about their understanding.

Extra Mile Phrases

Subject	Comparison	Subject
Fe Faith	**es como** is like	**una semilla** a seed
Usted You		**Capitán Moroni** Captain Moroni

Subject/Verb	Verb (infinitive)	Object	Link	Article + noun
Quiero I want	**compartir** to share	**una escritura** a scripture	**sobre** about	**la fe** faith
Me/Nos gustaría I/We would like	**leer** to read	**un pasaje** a passage	**que contesta** that answers	**su pregunta** your question
Hay There is/are		**un capítulo** a chapter		**su duda** your doubt

Question Phrase	Location	Chapter #	Preposition	#	Please
¿Podría leer Could you read	**en el libro de _____** in the book of _____	**el capítulo __** chapter __	**a** to/through	**número__** number__	**por favor?** please?
¿Leerá Will you read	**la página ___** page ___	**el versículo__** verse __			

Demonstrative Pronoun		Noun	Verb + OP	Conjuction	Object
Este/a This	**Estos/as** These	**versículo** verse	**me/nos enseña(n)** teach(es) me/us	**sobre** about	**fe en Jesucristo** faith in Jesus Christ
Ese/a That	**Esos/as** Those	**historia** story	**me/nos muestra(n)** show(s) me/us		**obediencia** obedience
Aquí, Here,		**Alma** Alma	**explica(n)** explain(s)		**los efectos del pecado** the effects of sin

Question	Verb (Conj.)	Verb (Infinitive)
¿Qué What	**enseña** teaches	**en este versículo?** in this verse?
¿Quién Who	**habla** talks	**sobre la escritura?** about the scripture?
	entiende do you understand	

Question	Verb (Conj.)	Verb (Infinitive)	Noun Phrase
¿Por qué Why	**debemos** should we	**ser** to be	**como Cristo?** like Christ?
¿Qué What	**necesita(n)** do you (all) need	**hacer** to do	**para tener (____)?** in order to have (*noun*)?
¿Cómo How	**podemos** can we	**desarrollar** to develop	**caridad?** charity?

Share An Experience (Compartir una experiencia)

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Verbs	
buscar / procurar	*to seek*
comenzar	*to begin*
cuidar	*to take care of*
asistir a	*to attend*
guiar	*to guide*
obedecer	*to obey*
oir	*to hear*
contestar / responder	*to answer*
ver	*to see*
Adjectives	
físico(a)(s)	*physical(f.)(pl.)*
separado(a)(s)	*separate(f.)(pl.)*

Nouns	
un cuerpo	*body*
una promesa	*promise*
un ser	*being*
Transitions	
después de eso	*after that*
después de	*afterwards*
y ahora	*and now*
entonces	*so, then*
del mismo modo	*similarly*

In-Class Practice:

Practice sharing the Joseph Smith story with your companion. Try to use different words and phrases.

Additional Practice:

Share a personal experience with someone in your district about how you gained a testimony of a principle of the Gospel.

Grammar Help:

In Spanish, there are two different types of past tense verbs: preterit and imperfect. Notice here how they are used in different contexts. You will learn more about these later on.

Share An Experience (Compartir una experiencia)

Subject	Past Imp.	Inf. Verb	If	Past Imp.	Phrase
José Smith Joseph Smith **Él** He **Yo** I	**quería** wanted **deseaba** desired	**saber** to know **entender** to understand **descubrir** to find out	**si** if	**existía** existed	**una iglesia verdadera.** a true church. **un Dios.** a God. **Jesucristo.** Jesus Christ.

Pronoun	Past Pret.	Phrase
Él He	**decidió** decided	**estudiar la Bíblia.** to study the Bible. **obedecer la palabra de Dios.** to obey the word of God. **preguntar a Dios.** to ask God.
Yo I	**decidí** decided	

Subject	Past Pret.	Noun
Dios God **Jesucristo** Jesus Christ **El Espíritu Santo** The Holy Ghost	**respondió a** answered **se apareció a** appeared to	**José Smith.** Joseph Smith. **mí.** me.

Pronoun	Past Pret. + That	God	Phrase
Él He	**descubrió que** found out that **supo que** knew that	**Dios** God	**y Jesucristo son seres diferentes.** and Jesus are different beings. **tiene un cuerpo físico.** has a physical body. **responde a las oraciones** answers prayers. **se preocupa por sus hijos.** cares for His children.

Transition
Entonces So **Por eso** That's why **Y** And **Después de eso,** After that, **Del mismo modo,** Similarly,

Pronoun	Verb	That	Subject
Él He **Yo** I	**supo** (he) knew **supe** (I) knew	**que** that	**Dios** God **Jesucristo** Jesus Christ
Usted puede You can	**saber** to know **descobrir** to find out		

Object Pronoun	Verb
me me **nos** us **le** him/her/you	**bendice.** blesses. **sana.** heals. **ama.** loves.
Verb	**Noun**
escucha listens **guia** guides	**a sus hijos.** His children. **a todos nosotros.** all of us.

Object pronouns precede the verb, whereas nouns follow the verb. If a pronoun was used, then the sentence ends after the verb.

Study Guide

Describing the members of your family

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Papá*
  - *Mamá*
  - *Familia*
  - *Hermano(a)*
  - *Discípulo(s)*
  - *Su*
  - *Mi*
  - *Amigable*
  - *Extrovertido*
  - *Amable*
  - *Mensajero*
  - *Abuelo(s)*
  - *Ateo*
  - *Doctor*
  - *Dentista*

Grammar and Activities

- Memorize the conjugations of **Ser** in the **Present Tense**.
- Do activities *Consider This* through *Order Parts 2* for **Negation** in TALL.
- Do activities A–B for **Negation** in the *Spanish for Missionaries* book (p. 23).
- Do activities A–B in the *Spanish for Missionaries* book for **Cognates** (p. 10).

2. Additional Study Ideas

- Review the vocabulary with your companion or district. Using **Ser**, tell your companion who you are, who he/she is, who the prophet is, and who Christ is. Have your companion repeat in English what was said. Use the board display to create sentences for your progressing investigator.
- Do activities D, F, and G in the *Spanish for Missionaries* book for **Cognates** (p. 11).

3. Postclass Work

- Do activities C–E in the *Spanish for Missionaries* book for **Negation** (pp. 23–24).
- Do activities C and E in the *Spanish for Missionaries* book for **Cognates** (pp. 10–11).
- Memorize a few phrases from the *Spanish Missionary Vocabulary and Phrases* book from the sections “Ask about Someone’s Family” and “Tell about Your Family” (pp. 85–86).

Other Resources

Spanish for Missionaries

Negation: pp. 22–24

Ser y Estar: pp. 18–21

Ser-to be

	Mi *My*	**papá** *dad*		**es** *is*		**doctor** *a doctor*
¿Cómo[2] *How*	**Mi(s)** *My*	**papá** *dad*	**(no)**	**(yo) soy** *I am*	**(nosotros) somos** *we are*	**carpintero** *a carpenter*
¿De dónde[2] *Where*	**Tu(s)** *Your*	**mamá** *mom*		**(tú) eres** *you are*	**(vosotros) sois** *you (all) are*	**amigable** *friendly*
¿Quién[2] *Who*	**Su(s)** *Your*	**familia** *family*		**(usted) es** *you are*	**(ustedes) son** *you(all) are*	**extrovertido** *outgoing*
Sí, *Yes,*	**His/Her** *Their*	**hermanos** *siblings*		**(él) es** *he is*	**(ellos) son** *they(m) are*	**amable** *kind*
No, *No,*	**Nuestro/a(s)** *Our*	**abuelo(s)** *grandparent(s)*		**(ella) es** *she is*	**(ellas) son** *they(f) are*	**misioneros** *missionaries*
				(-) es *it is*		**discípulos** *disciples*
						mensajeros *messengers*
						menos activo *less active*
						católico *catholic*
						ateo *atheist*
						de México *from Mexico*
						de los Estados Unidos *from the United States*

See p. 131 from the *Spanish Missionary Vocabulary & Phrases* book for more family member options.

See p. 138 from the *Spanish Missionary Vocabulary & Phrases* book for more occupations and p. 132 for more characteristics.

¿Su papá es doctor?
Is your dad a doctor?
Sí, él es doctor.
Yes, he is a doctor.
No, él no es doctor.
No, he is not a doctor.

¿Cómo es su papá?
What is your dad like?
Él es amigable.
He is friendly.

¿Quién es católico?
Who is Catholic?
Mi abuelo es católico.
My grandfather is Catholic.

1. When negating, the "no" goes between the subject and the verb: Mi papá no es doctor.
2. When forming questions with a question word, follow this pattern: Question Word (Cómo) + Ser (es) + Subject (su papá).

Scenario

You and your companion are visiting a family for the first time. They discover that both of you are from different places and they want to get to know you more.

Practice:

Companionship A. You will take the role of the members of the family. Get to know the missionaries by finding out the following:

— Who these young men/women are
— Where they are from
— Where their family is from
— Their father's occupation
— Their mother's occupation

Companionship B. Get to know the family.

Example
Investigators: ¿Quiénes son ustedes?
Missionaries: Nosotros somos misioneros.

Re-practice: Describe the members of your family to your district.

Missionary A. Using the board display, ask another missionary about the following:

— The occupations of different family members
— The characteristics of different family members

Missionary B. Using the board display, describe your family.

Example
Missionary from the district: ¿Su papá es dentista?
Missionary: No, mi papá es doctor.

Additional Contexts

- Talking about the importance of gospel principles
- Describing Heavenly Father and Jesus Christ and their attributes
- Describing Joseph Smith and the Book of Mormon

Study Guide

Expressing your feelings on your first day at the MTC

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:

– *Compañero*	– *Feliz*	– *Ella*	– *Ellas*
– *Cómo*	– *Yo*	– *Nosotros*	– *Aburrido*
– *Dónde*	– *Tú*	– *Vosotros*	– *Preocupado*
– *Clase*	– *Usted*	– *Ustedes*	– *Entusiasmado*
– *Enfermo*	– *Él*	– *Ellos*	– *Cuarto*

Grammar and Activities

- Study **Articles** in TALL doing activities C*onsider This* through *Match Parts.*
- Study **Adjectives and Agreement** in TALL doing activities *Consider This* through *Build Sentences.*
- Do activities A–C for **Articles** in the *Spanish for Missionaries* book (pp. 55–56).
- Do activities A–C in the *Spanish for Missionaries* book for **Adjectives and Agreement** (pp. 59–60).

2. Additional Study Ideas

- Review the vocabulary as a district. Using **Estar**, express to your companion your feelings. Have your companion repeat in English what was said. Use the board display to create sentences for your progressing investigator.

3. Postclass Work

- Do activities *Complete the Paragraph* through *Create Sentences* for **Adjectives and Agreement** in TALL.
- Do activities D–F in the *Spanish for Missionaries* book for **Adjectives and Agreement** (pp. 60– 61).
- Do activities *Use Picture* through *Build Sentences* for **Articles** in TALL.
- Activities D–G in the *Spanish for Missionaries* book for **Articles** (pp. 56–57).

Other Resources

Spanish for Missionaries

Ser y Estar: pp. 18–21

Estar-to be

Mi compañero	está	feliz
My companion	*is*	*happy*

¿Cómo[2]
How
¿Dónde[2]
Where
Porque
Because
¿Por qué[2]
Why
Sí,
Yes,
No,
No,

Mi compañero
My companion
El maestro
The teacher
Los misioneros
The missionaries
Mi familia
My family

(no)[1]

(yo) estoy *I am*	**(nosotros) estamos** *we are*
(tú) estás *you are*	**(vosotros) estáis** *you (all) are*
(uste*) está *you are*	**(ustedes) están** *you(all) are*
(él) está *he is*	**(ellos) están** *they are*
(ella) está *she is*	**(ellas) están** *they are*
(-) está *It is*	

triste
sad
más o menos
so so
entusiasmado(a)
excited
aburrido(a)
bored
preocupado(a)
worried
nervioso(a)
nervous
cansado(a)
tired
enfermo(a)
sick / ill

en la clase
in the class
en el CCM
in the MTC
en el cuarto
in the room
en su casa
in his/her/your home
en otro país
in another country

See p. 134 from the *Spanish Missionary Vocabulary & Phrases* book for more places.

¿Mi compañero está feliz?
Is my companion happy?
Sí, mi compañero está feliz.
Yes, my companion is happy.
No, mi compañero no está feliz.
No, my companion is not happy.

¿Dónde están los misioneros?
Where are the missionaries?
Los misioneros están en la clase.
The missionaries are in the classroom.

1. *When negating, the "no" goes between the subject and the verb: Él no está feliz.*
2. *When forming questions with a question word follow this pattern: ¿Dónde está mi compañero?*

Function: Asking about and expressing a state of being
Context: Expressing your feelings on your first day at the MTC

Scenario

Imagine that this is your first day at the MTC. There are a lot of new things happening. Using the board display as a guide, write five sentences expressing how you are feeling.

Practice:

Missionary A. Find out the following about your companion:
— Is your companion happy?
— Is your companion nervous?
— Is your companion tired?
— Where is your companion right now?

Missionary B. Answer the questions accordingly.

Example
Missionary A: ¿Élder______, está feliz?
Missionary B: Sí, estoy feliz. ¿ Y usted?
Missionary A: Estoy cansado.

Re-practice: Your teacher wants to talk with your district after the first week here in the MTC. He wants to know how you and other members in the district are doing.

Missionary A. You will take the role of the teacher. Find out the following:
— How Elder/Sister______ is doing
— How the missionary's family is doing
— How the missionary feels the district is doing
— Where the missionary's companion is right now
— Where the missionary's family is
— Where each missionary is

Missionary B. Answer the questions accordingly.

Example
Teacher: ¿Cómo está el élder/la hermana_______?
Missionary: El élder/la hermana_______está feliz.
Teacher: ¿Dónde está el élder/la hermana_______?
Missionary: Mi compañero está en la clase.

Additional Contexts

• Telling where things are (books, people, etc.)
• Describing the temperature and taste of a meal

Study Guide

1. Preclass Preparation

Grammar and Activities

- Study **Ser y Estar** in TALL doing activities *Consider This* through *Remember This, Choose the Best Answer, Fill in the Blank,* and *Choose the Audio.*
- Do activities A–B for **Ser y Estar** in the *Spanish for Missionaries* book (p. 20).
- Do activities *Consider This* through *Choose the Best Answer* about **Subject Pronouns** in TALL.
- Do activities A–B from the *Spanish for Missionaries* book about **Subject Pronouns** (p. 15).

2. Additional Study Ideas

- Using the rules from the *Spanish for Missionaries* book, write out a sentence for each grammar rule for **Ser** and **Estar** that can be used with your progressing investigator.
- As a district, do activities F–G from the *Spanish for Missionaries* book about **Subject Pronouns** (pp. 16–17).

3. Postclass Work

- Do activities *Use Pictures, Build Sentences, Match Parts,* and *Complete the Paragraph* for **Ser y Estar** in TALL.
- Do activities C–F in the *Spanish for Missionaries* book for **Ser y Estar** (pp. 20–21).
- Read and understand the grammar in Luke 11:34. Look for how **Ser** and **Estar** are used. Consider memorizing the scripture.
- Do activities C–E from the *Spanish for Missionaries* book about **Subject Pronouns** (p. 16).

Other Resources

Spanish for Missionaries

Ser y Estar: pp. 18–21

Uses of Ser:	occupation, calling, religion, nationality, or relationship
	origin, ownership, or material of which something is made
	expressions of time and dates
Ser and Estar with Location:	**Ser** is used for the location of events only.
	Estar is used for location of everything but events.
Ser and Estar with Adjectives:	**Ser—Expected Characteristics**. Ser is used to describe (1) conditions that are not expected to change over time and (2) normal qualities or characteristics of something, such as nationality, attributes, or personality.
	Estar—Immediate Perception. Estar is used to talk about a noticeable and changeable state or condition.

Objective: Successfully choose the correct form of **to be** for the following sentences.

1. We are children of God.
2. We are on earth to learn and progress.
3. God is our Heavenly Father.
4. He is kind and loving.
5. The meeting is at 4:30.
6. I am a missionary.
7. I am from Latin America.
8. I am exhausted after today.
9. These books are Brother Luna's.
10. Joseph Smith was confused at that time.
11. I am nervous for our next appointment.
12. What day is today?
13. Christ is the Son of God.
14. Today is preparation day.
15. Our investigators are seated with the Sanchez Family.
16. Our investigators are about a mile from the edge of the city.
17. My companion is a hard-working missionary.
18. He is from Idaho.
19. He is sick with a cold.
20. I am ready to start teaching in the field.
21. The baptism will be at the chapel.
22. Juan Manuel is from Spain.
23. The spirit is present during the sacrament.
24. My companion was frustrated because I lost his pen.
25. General conference will be next month.
26. The food was too hot.
27. What is your companion like?
28. I am never bored when we knock doors.
29. The church is next to the freeway.
30. The water in the baptismal font was freezing.
31. How boring I am when I teach!
32. Is the door open?
33. The bishop is not home.
34. My parents are Canadian.
35. I am pleased with that lesson.

Study Guide

Teaching the principle of **The Gospel Blesses Families**

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Niños*
  - *Junto*
  - *Hijos*
  - *Desobedientes*
  - *Ejemplo*
  - *Fiel*
  - *Claro*
  - *Sincero*
  - *Hogar*
  - *Iglesia*

Grammar and Activities

- Study **Adverbs** in TALL doing activities *Consider This* through *Create a Sentence.*
- Do activity A in the *Spanish for Missionaries* book for **Common Expressions** (pp. 26–27).

2. Additional Study Ideas

- As a district, do activity F (Scripture Study) in the *Spanish for Missionaries* grammar book for **Adverbs** (p. 116).

3. Postclass Work

- Do activities A, B, F, and G in the *Spanish for Missionaries* book about **Adverbs** (pp. 115–116).

Other Resources

Spanish for Missionaries

Adverbs: pp. 114–117

Tener que

Su familia		tiene		que	orar	diariamente
Your family		*has*		*to*	*pray*	*daily*

¿Qué	**Su familia**	**(no)**	**tengo**	**tenemos**		**hacer (?)**	**sinceramente**
What	*Your family*		*(I) have to*	*(we) have to*		*to do (?)*	*sincerely*
¿Cuándo	**Los padres**		**tienes**	**tenéis**	**que**	**orar**	**diariamente**
When	*The parents*		*(you) have to*	*(you all) have to*		*to pray*	*daily*
¿Cómo	**Los hijos**		**tiene**	**tienen**		**leer las escrituras**	**semanalmente**
How	*The children*		*(you) have to*	*(you all) have to*		*read the scriptures*	*weekly*
¿Por qué			**tiene**	**tienen**		**hacer la noche de hogar**	**fielmente**
Why			*(he/she) has to*	*(they) have to*		*do (have) family home evening*	*faithfully*
Porque						**enseñar a sus hijos**	**claramente**
Because						*teach your children*	*clearly*
Sí,						**ir a la iglesia**	
Yes,						*go to church*	
No,						**ser obediente(s)**	
No,						*be obedient*	
						ser perfecto(s)	
						be perfect	
						dar mal ejemplo	
						give a bad example	
						comer juntos	
						eat together	

¿Tengo que orar diariamente?
Do I need to pray daily?
Sí, tiene que orar diariamente.
Yes, you have to pray daily.
No, no tiene que orar diariamente.
No, you do not have to pray daily.

¿Qué tenemos que hacer?
What do we have to do?
Su familia tiene que hacer la noche de hogar.
Your family has to do family home evening.

1. When negating, the "no" goes between the subject and the verb: Yo no tengo que ser perfecto.
2. When forming questions with a question word, follow this pattern: Question Word (Cuándo) + Tener que (tiene que orar) + Subject (su familia).

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching the principle of The Gospel Blesses Families

Scenario

One of your investigators calls you and tells you that he/she was able to read the section The Gospel Blesses Families from the pamphlet. He/She has some questions and would like you to answer them.

Practice:

Missionary A. You will take the role of the investigator. Ask the missionary about the following:
— What you must do to have a happy home
— If you have to pray and when
— If you have to go to church and when
— If you have to read the scriptures and why

Missionary B. Using the board display as a guide, answer missionary A accordingly.

Example
Investigator: ¿Tengo que orar todos los días?
Missionary: Sí, usted tiene que orar todos los días.

Re-practice: You and your companion are teaching one of your investigators about how the gospel blesses families. The investigator tells you that he/she has a lot of problems at home and he/she does not know what to do.

Teacher. You will take the role of the investigator. Tell the missionaries about your concerns (examples are listed below) and then ask them what things you have to do (¿Qué tengo que hacer?) in order to receive blessings.
— "I wish we had more time to spend together as a family during the week."
— "My relationship with my spouse is not the same after being married for three years."
— "I think that my son is involved in drugs."
— "I do not have a good relationship with my dad because I hardly see him."
— "My daughter never spends time at home anymore. She is always with her friends."

Missionaries. Use the board display to help the investigator know what he/she has to do.

Example
Teacher: ¿Qué tengo que hacer?
Missionary: Usted tiene que orar con su familia.

Additional Contexts

• Planning with your companion for the things you have to do tomorrow
• Describing what someone has to do in order to become a true disciple of Christ

Study Guide

***Teaching the principle of* Pray to Know the Truth through the Holy Ghost**

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Deber*
  - *Meditar*
  - *Expresar*
  - *Pedir*
  - *Terminar*
  - *Escuchar*
  - *Corazón*
  - *Sentimientos*
  - *Susurros*
  - *Intención*

Grammar and Activities

- Memorize the conjugations of **Deber** in the **Present Tense.**
- Study **Relatives** in TALL doing activities *Consider This* through *Choose the Best Answer(2).*
- Study **Verb + Infinitive** in TALL doing activities *Consider This* through *Listen for Use.*
- Do activities A, B, and E in the *Spanish for Missionaries* book for **Verb + Infinitive** (pp. 80–81)**.**

2. Additional Study Ideas

- As a district do activities 1 and 2 for activity I (Scripture Study) from the *Spanish for Missionaries* book for **Relatives** (p. 70).
- Do activity G in the *Spanish for Missionaries* book for **Verb + Infinitve** (p. 81).

3. Postclass Work

- Do activities A–E in the *Spanish for Missionaries* book about **Relatives** (pp. 68–69).

Other Resources

Spanish for Missionaries

Relatives: pp. 67–70

Verb + Infinitive: pp. 79–81

Deber + Infinitive (Present)

	Usted debe *You should*		**preguntar** *ask*	**a Dios** *God*

¿Qué (no) *What*	**debo** *(I) should*	**debemos** *(we) should*	**hacer (?)** *to do (?)*	**en su corazón** *in your heart*
¿Cuándo *When*	**debes** *(you) should*	**debéis** *(you all) should*	**preguntar** *to ask*	**con verdadera intención** *with real intent*
¿Cómo *How*	**debe** *(you) should*	**deben** *(you all) should*	**meditar** *to ponder*	**sus sentimientos** *your feelings*
¿Por qué *Why*	**debe** *(he/she/it) should*	**deben** *(they) should*	**expresar** *to express*	**con fe en Cristo** *with faith in Christ*
Porque *Because*			**pedir** *to ask for*	**sobre el Libro de Mormón** *about the Book of Mormon*
Sí, *Yes,*			**terminar** *to end*	**con un corazón sincero** *with a sincere heart*
No, *No,*			**escuchar** *to listen to*	**lo que queremos saber** *what we want to know*
				en el nombre de Jesucristo *in the name of Jesus Christ*
				los susurros del Espíritu *the promptings of the Spirit*

¿Debo preguntar a Dios?
Should I ask God?
Sí, debe preguntar a Dios.
Yes, you should ask God.
No, debe meditar y preguntar a Dios.
No, you should ponder and ask God.

¿Qué debemos hacer?
What should we do?
Deben leer el Libro de Mormón.
You should read the Book of Mormon.

1. When negating, the "no" goes between the subject and the verb: Yo no debo preguntar.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching the principle of Pray to Know the Truth through the Holy Ghost

Scenario

Your investigator tells you that he/she prayed to know if the Book of Mormon is true but did not hear or feel anything. He/She wants to know why God has not given him/her an answer.

Practice:

Missionary A. You will take the role of the investigator. You are not sure about how to pray. Express your concern by asking about the following:
— What you should pray for
— What you should ponder about
— What you should read from the Book of Mormon
— How you should pray

Missionary B. You will take the role of the missionary. Using the board display as a guide, answer missionary A accordingly to help him/her.

Example
Investigator: ¿Debo terminar en el nombre de Cristo?
Missionary: Sí, debe terminar en el nombre de Cristo.

Re-practice: You are teaching about the Book of Mormon to an investigator and you decide to share with him/her Moroni 10:3–5. You want to make sure that he/she understands the promise given by Moroni of how to receive an answer from the Holy Ghost.

Missionary A. You will take the role of the missionary. Read the scripture with the investigator. As you're reading, ask missionary B about the following things:
— What we should do
— How we should pray
— Why we should pray
— When we should pray

Missionary B. You will take the role of the investigator. Use the board display and the scriptures as a guide to answer

Example
Missionary: ¿Cómo debemos orar?
Investigator: Debemos orar con fe en Jesucristo.

Additional Contexts

- Talking about the things you should do for your investigators
- Talking about the responsibilities of members in missionary work
- Talking about the things investigators should do in order to be baptized

Study Guide

Teaching the principle of **The Atonement**

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Por medio de*
  - *Hacer*
  - *Volver*
  - *Cambiar*
  - *Conquistar*
  - *Vencer*
  - *Limpio*
  - *Naturaleza*
  - *Pecado*
  - *Aquella*
  - *Tentación*
  - *Prueba*

Grammar and Activities

- Memorize the conjugations of **Poder** in the **Present Tense**.
- Study **Demonstratives** in TALL doing activities *Consider This* through *Build Sentences.*
- Do activities A–C in the *Spanish for Missionaries* book about **Demonstratives** (pp. 64–65).
- Do activities *Drill Verbs* through *Choose the Best Answer* for **Present: Stem & Spelling Changes** in TALL.

2. Additional Study Ideas

- Do activity H in the *Spanish for Missionaries* book for **Present: Stem & Spelling Changes**.
- Do activitiy F in the *Spanish for Missionaries* book for **Demonstratives** (p. 65).

3. Postclass Work

- Do activities *Fill in the Paragraph* through *Fill in the Blank (2)* for **Demonstratives** in TALL.
- Do activities D–E in the *Spanish for Missionaries* book for **Demonstratives** (p. 65).
- Do activities *Complete the Paragraph* through *Create Sentences (2)* for **Present: Stem & Spelling Changes** in TALL.
- Do activities B–C in the *Spanish for Missionaries* book about **Present: Stem & Spelling Changes** (pp. 64–65).
- Write five sentences in English explaining some of the things we are able to do because of the Atonement. Try to translate them on your own. Next time your teachers are in class, ask for their help correcting what may be incorrect.

Other Resources

Spanish for Missionaries

Demonstratives: pp. 63–66

Present: Stem & Spelling Changes: pp. 106–111

Poder + Infinitive (Present)

	Por medio de la Expiación, *Through the Atonement,*	**usted puede** *you can*		**ser** *be*	**limpio otra vez** *clean again*

¿Cómo *How*	**Por medio de la Expiación,** *Through the Atonement,*	**(no)**	**puedo** *(I) can*	**podemos** *(we) can*	**volver** *return*	**a vivir con Dios** *to live with God*
¿Qué *Wha*	**Jesucristo** *Jesus Christ*		**puedes** *(you) can*	**podéis** *(you all) can*	**cambiar** *change*	**su naturaleza** *your nature*
¿Quién *Who*	**Sin la Expiación,** *Without the Atonement,*		**puede** *(you) can*	**pueden** *(you all) can*	**conquistar** *conquer*	**la tentación** *temptation*
Sí, *Yes,*			**puede** *(he/she/it) can*	**pueden** *(they) can*	**entender** *understand*	**estas pruebas** *these trials*
No, *No,*					**vencer** *overcome*	**sus adicciones** *your addictions*
					salvar(nos) de *save (us) from*	**la muerte física** *physical death*
					ayudar(le) *help (him/her)*	**la muerte espiritual** *spiritual death*
					perdonar(nos) *forgive (us)*	**su debilidad** *your weakness*

¿Puedo ser limpio otra vez?
Can I be clean again?
Sí, puede ser limpio otra vez.
Yes, you can be clean again.
No, no puede ser limpio otra vez sin la Expiación.
No, you cannot be clean again without the Atonement.

¿Qué puede hacer Jesucristo por nosotros?
What can Jesus Christ do for us?
Jesucristo puede salvarnos del pecado.
Jesus Christ can save us from sin.

1. *When negating, the "no" goes between the subject and the verb: Él no puede vencer sus pruebas.*
2. *When forming questions with a question word, follow this pattern: Question Word (Cómo) + Verb (puede) + Subject (Jesucristo).*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching the principle of Atonement of Jesus Christ

Scenario

You are trying to help an investigator overcome his/her addictions. You and your companion will teach The Atonement.

Practice:

Missionary A. You will take the role of the investigator. Using the board display, ask missionary B about the following concerns you have:
— If you can be clean again
— If God can forgive you
— If you can overcome your weaknesses (quit smoking)
— If you can overcome your challenges (you do not have a current job)

Missionary B. Using the board display, answer the questions accordingly.

Example
Investigator: ¿Puedo ser limpio otra vez?
Missionary: Sí, usted puede ser limpio otra vez.

Re-practice: Your investigator tells you that he/she has been through a lot of trials. Now, more than ever before, he/she wonders if Christ can do something for him/her.

Missionary A. You will take the role of the investigator. Using the board display, start the conversation by asking missionary B "what can Christ do for me?" After each response of missionary B, ask him/her how Christ can do it.

Missionary B. Using the board display as a guide, answer the questions by telling missionary A what and how Christ can help him/her.

Example
Investigator: ¿Qué puede hacer Jesucristo por mí?
Missionary: Por medio de la Expiación, usted puede vencer sus debilidades.
Investigator: ¿Cómo puedo vencer mis debilidades?
Missionary: Puede vencer sus debilidades por medio de la oración.

Additional Contexts

• Making requests
• Talking about what the gospel can do for the investigator's family, life, marriage, etc.

Study Guide

Talking with a struggling investigator

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Perdón*
  - *Sentir*
  - *Bajo*
  - *Vivir*
  - *Sin*
  - *Según*
  - *Culpa*
  - *Bendición*
  - *Entender*

Grammar and Activities

- Memorize the question words in the *Spanish for Missionaries* book (p. 30).
- Memorize the conjugations of **Querer** in the **Present Tense**.
- Study **Questions** in TALL doing activities *Consider This* through *Fill in the Blank.*

2. Additional Study Ideas

- Do activity J (1) as a district in the *Spanish for Missionaries* book for **Questions** (p. 33).
- Write five sentences in English explaining some of the things that in general people want to know, feel, and have in their lives. Translate them. Bring them to class and have your teacher help you make any needed corrections.

3. Postclass Work

- Do Activities B–F in the *Spanish for Missionaries* book for **Questions** (p. 32).

Other Resources

Spanish for Missionaries

Prepositions: pp. 184–186

Questions: pp. 30–33

Querer + Infinitive (Present)

	Yo quiero *I want*		estar *to be*	con *with*	mi familia para siempre *my family forever*
¿Qué (no)[1] *What*	**quiero** *(I) want*	**queremos** *(we) want*	**saber** *to know*	**sin** *without*	**la verdad** *the truth*
¿Por qué *Why*	**quieres** *(you) want*	**queréis** *(you all) want*	**vivir** *to live*	**bajo** *under*	**verdaderamente feliz** *truly happy*
Porque *Because*	**quiere** *(you) want*	**quieren** *(you all) want*	**entender** *to understand*	**según** *according to*	**la voluntad de Dios** *the will of God*
Sí, *Yes,*	**quiere** *(he/she) wants*	**quieren** *(they) want*	**sentir** *to feel*	**sobre** *about*	**el amor de Dios** *the love of God*
No, *No,*			**tener** *to have*		**el perdón de mis pecados** *forgiveness of my sins*
			recibir *to receive*		**la culpa del pecado** *the guilt of sin*
					una respuesta *an answer*
					una bendición del sacerdocio *a priesthood blessing*

¿<u>Quiere recibir</u> el perdón de sus pecados?
Do you want to receive forgiveness of your sins?
Sí, <u>quiero recibir</u> el perdón de mis pecados.
Yes, I want to receive forgiveness of my sins.
Sí, yo no <u>quiero sentir</u> la culpa del pecado.
Yes, I do not want to feel the guilt of sin.

¿Qué <u>quiere sentir</u> usted?
What do you want to feel?
Yo <u>quiero sentir</u> el amor de Dios.
I want to feel the love of God.

1. When negating, the "no" goes between the subject and the verb: Yo no quiero saber la verdad.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Talking with a struggling investigator

Scenario

Watch the video clip titled *Joseph Cotton: The Grandfather*. Pay attention to the things Joseph wants in his life.

Practice:

Missionary A. Using the board display, ask about different things that the investigator may want in his/her life. You can include the following topics:

— Being with his/her family forever
— Feeling the love of God
— Understanding the will of God
— Knowing the truth
— Receiving an answer to prayers

Missionary B. Assume a role similar to Joseph's. Using the board display and the information provided by Joseph as a guide, answer the questions accordingly.

Example
Missionary: ¿Quiere estar con su familia para siempre?
Investigator: Sí, quiero estar con mi familia para siempre.
Missionary: ¿Por qué quiere estar con su familia para siempre?

Re-practice: You are going to visit a former investigator and you want to get to know more about him/her.

Missionary A. Using the board display, ask questions using qué or por qué to find out about the following:
— What does the investigator want to know more about?
— What does the investigator want to have in life?
— What does he/she want to understand from your message?
— What does the investigator want to feel?

Missionary B. You will take the role of the investigator. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Qué quiere saber?
Investigator: Quiero saber más sobre el bautismo.
Missionary: ¿Por qué quiere saber más sobre el bautismo?
Investigator: Porque quiero estar sin la culpa del pecado.

Additional Contexts

• Talk about some of the goals you and your companion want to accomplish this week.
• Talk about who you want to be like (Ex: Yo quiero ser como Nefi porque quiero...).

Study Guide

Helping an investigator obtain answers to prayer

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Necesitar*
  - *Sinceridad*
  - *Verdadero*
  - *Obedecer*
  - *Voluntad*

Grammar and Activities

- Memorize the conjugations of **Necesitar** in the **Present Tense**.
- Study **Personal A** in TALL doing activities *Consider This* through *Order Parts.*

2. Additional Study Ideas

- Think of someone you cared about before the mission who was struggling spiritually. This person could be a member or a nonmember. Prepare a short lesson helping him/her find an answer to his/her struggles through prayer. Teach this lesson to your companion or to another member of the district who will take the role of your friend or loved one.

3. Postclass Work:

- Do activities A–C in the *Spanish for Missionaries* book about **Personal A** (pp. 122–123).

Other Resources

Spanish for Missionaries

Personal A: pp. 122–124

Necesitar + Infinitive (Present)

Ustedes necesitan	orar	con sinceridad
You need	*to pray*	*with sincerity*

¿Cómo *How*	**(no)**[1]	**necesito** *(I) need*	**necesitamos** *(we) need*	**orar** *to pray*	**con sinceridad** *with sincerity*
¿Cuándo *When*		**necesitas** *(you) need*	**necesitáis** *(you all) need*	**preguntar** *to ask*	**con verdadera intención** *with real intent*
¿Por qué *Why*		**necesita** *(you) need*	**necesitan** *(you all) need*	**recibir** *to receive*	**la verdad** *the truth*
Porque *Because*		**necesita** *(he/she) needs*	**necesitan** *(they) need*	**tener** *to have*	**fe en Dios** *faith in God*
Sí, *Yes,*				**ir a** *to go to*	**la Iglesia** *the Church*
No, *No,*				**hacer** *to do*	**la voluntad de Dios** *the will of God*
				obedecer *to obey*	**los mandamientos de Dios** *the commandments of God*
				escuchar *to listen*	**al Espíritu** *to the Spirit*
				estudiar *to study*	**las escrituras** *the scriptures*

¿Necesita recibir una respuesta?
Do you need to receive an answer?
Sí, necesito recibir una respuesta.
Yes, I need to receive an answer.
No, no necesito recibir una respuesta.
No, I do not need to receive an answer.

¿Cómo necesito leer el Libro de Mormón?
How do I need to read the Book of Mormon?
Usted necesita leer con verdadera intención.
You need to read with real intent.

¿Cuándo necesito orar?
When do I need to pray?
Usted necesita orar diariamente.
You need to pray daily.

1. When negating, the "no" goes between the subject and the verb: Yo no necesito preguntar.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Helping an investigator obtain answers to prayer

Scenario

Watch the video clip titled *Invitation to Read the Book of Mormon: Jynx from The District 2*. The missionaries are helping Jynx to understand what she needs to do in order to receive an answer from God.

Practice:

Missionary A. Tell the investigator the things that he/she needs to do in order to receive an answer. You may include the following:
— Read and pray about the Book of Mormon
— Pray about Joseph Smith
— Go to church
— Study the Book of Mormon effectively
— Ponder the things he/she reads in the Book of Mormon

Missionary B. Assume a role similar to Jynx. Using the board display and the information provided by Jynx as a guide, ask missionary A how or when you should keep your commitments.

Example
Missionary: Usted necesita leer el Libro de Mormón.
Investigator: ¿Cómo necesito leer el Libro de Mormón?
Missionary: Necesita leer el Libro de Mormón con verdadera intención.
Investigator: ¿Cuándo necesito leer el Libro de Mormón?

Re-practice: Missionaries should rotate and change roles.

Missionary A. You will take the role of the investigator. Using the board display as a guide, ask missionary B about the things you think you need to do to receive an answer.

Missionary B. Answer missionary A accordingly. Use complete sentences.

Example
Investigator: ¿Necesito leer el Libro de Mormón diariamente?
Missionary: Sí, necesita leer el Libro de Mormón diariamente.

Additional Contexts

• Talking about what we need to do in order to receive a testimony
• Talking about what the members in the ward need to do to fellowship investigators
• Talking about what you need to do to more fully enjoy the guidance of the Spirit on your mission

Study Guide

Getting to know someone before teaching

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Tocar*
  - *Jugar*
  - *Fútbol*
  - *Helado*
  - *Nadar*
  - *Comer*
  - *Pasear*
  - *País*
  - *Deportes*
  - *Gustar*
  - *Verduras*

Grammar and Activities

- Memorize the conjugations for **Gustar** in the **Present Tense**.
- Study **Gustar** in TALL doing activities *Consider This* through *Order Parts.*
- Study **Indirect Object Pronouns** in TALL doing activities: *Consider This* through *Create a Sentence.*
- Do activities A–B in the *Spanish for Missionaries* book for **Indirect Object Pronouns** (p. 130).

2. Additional Study Ideas

- Do activities F and H in the *Spanish for Missionaries* book about **Gustar.**

3. Postclass Work

- Do activities A–B in the *Spanish for Missionaries* book for **Gustar** (p. 93).
- Do activities D–E in the *Spanish for Missionaries* book for **Indirect Object Pronouns** (p. 131).

Other Resources

Spanish for Missionaries

Gustar: pp. 91–94

Indirect Object Pronouns: pp. 129–131

Me	**gustan**[1]	**las escrituras**
To me	*they please*	*the scriptures*

¿Por qué **(no)**
Why
Porque
Because
¿Qué
What
Sí,
Yes,
No,
No,

me *me*	**nos** *us*
te *you*	**os** *you all*
le *you, he, she*	**les** *you all, them*

gusta
it pleases

tocar[2] *to play*	**el piano** *piano*
jugar *to play*	**fútbol** *soccer*
andar en *to ride*	**bicicleta** *bike*
leer *to read*	
ir a *to go to*	
nadar *to swim*	
pasear *take a walk*	
la gente de aquí *the people here*	
la comida de aquí *the food here*	
este país *this country*	

gustan
they please

los tacos
tacos
las escrituras
the scriptures
las verduras
the vegetables
los deportes
sports

¿Le gusta leer?
Do you like to read?
Sí, me gusta leer.
Yes, I like to read.
No, no me gusta leer.
No, I do not like to read.

¿Qué le gusta hacer?
What do you like to do?
Me gusta andar en bicicleta.
I like to ride my bike
Me gusta tocar el piano.
I like to play the piano.

1. To express like or dislike in Spanish, one must say that something does or does not please them.
2. Used as “to play” only for musical instruments.

Scenario

You are going to visit a member referral for the first time. He is 20 years old and is a great soccer player. He just started his first semester at college. Before starting the lesson, you want to get to know each other.

Practice:

Missionary A. Find out the following about your investigator.
— The things the investigator likes to do
— What sports the investigator likes the most
— If he/she likes school
— The food that the investigator likes
— The things the investigator does not like
— If the investigator likes to play any musical instruments

Missionary B. You will take the role of the investigator. Using the board display as a guide, say what you like and what you do not like, and then ask missionary A about the same things.
Example
Missionary: ¿Le gusta jugar fútbol?
Investigator: Sí, me gusta jugar fútbol.

Re-practice: You arrived to your new area and the first appointment you have is with the bishop. You want to get to know him and establish a good relationship with him. He loves missionary work and likes to help investigators. He is also a good cook, and he loves to talk about food.

Missionary A. Get to know more about your new bishop as you find out what he likes and dislikes. You can start by talking with him about the following:
— Missionary work
— Helping people
— His hobbies
— His calling
— His job

Missionary B. You will take the role of the bishop. Using the board display as a guide, say what you like and what you do not like, and then ask missionary A about the same things.
Example
Missionary: ¿Le gusta la obra misional?
Bishop: Sí, me gusta la obra misional.

Additional Contexts

• Talking about what someone likes to do
• Describing the likes and the dislikes of each member of your family

Study Guide

Teaching the principle of **Our Life on Earth**

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Depender*
  - *Traer*
  - *Progreso*
  - *En contra de*
  - *Pesar*
  - *Esperanza*
  - *Brindar*
  - *Dolor*
  - *La infelicidad*
  - *A pesar de*
  - *Satanás*
  - *Salvación*
  - *Para*
  - *Miseria*

Grammar and Activities

- Memorize the conjugation endings for **Present: Regular.**
- Do activities A–I from *Spanish for Missionaries* book for **Present: Regular** (pp. 102–103).
- Study **Present: Regular** in TALL doing activities *Consider This* through *Fill in the Blank.*
- Do activities A–C in the *Spanish for Missionaries* book for **Possessives** (p. 41).
- Study **Possessives** in TALL doing activities *Consider This* through *Order Parts.*

2. Additional Study Ideas

- Do activity Q from the *Spanish for Missionaries* book for **Present: Regular** (p. 105).
- Do numbers 1 and 2 for Activity G from the *Spanish for Missionaries* grammar book for **Present: Irregular** focusing on **Tener** (p. 46).

3. Postclass Work

- Do activities D out of the *Spanish for Missionaries* book for **Possessives** (p. 42).
- Do activities J–M from the *Spanish for Missionaries* book for **Present: Regular** (p. 104).
- Do activities *Complete the Paragraph* through *Create Sentences* (2) for **Present: Irregular** in TALL.

Other Resources

Spanish for Missionaries

Present Tense: Regular: pp. 101–105

Possessives: pp. 40–42

	El plan de salvación *The plan of salvation*			**brinda** *offers*				**esperanza y paz** *hope and peace*
¿Cómo *How*	**El plan de salvación** *The plan of salvation*	**(no)**[1]	**-ar:**	**brind~~ar~~** *to offer*	**-o** **-as**	**-amos** **-áis**	**en contra de** *against*	**paz** *peace*
¿Dónde *Where*	**Dios** *God*			**enseñ~~ar~~** *to teach*	**-a**	**-an**	**a pesar de** *despite*	**la vida eterna** *eternal life*
¿Por qué *Why*	**Jesucristo** *Jesus Christ*			**hall~~ar~~** *to find*			**que** *that*	**la infelicidad** *unhappiness*
Porque *Because*	**Satanás** *Satan*		**-er:**	**tra~~er~~**[2] *to bring*	**-o** **-es**	**-emos** **-éis**	**sobre** *about*	**la culpa** *guilt*
Sí, *Yes,*	**Todas las personas** *All the people*			**depend~~er~~** *to depend*	**-e**	**-en**	**en** *in*	**Dios** *God*
No, *No,*	**Nuestro progreso** *Our progress*		**-ir:**	**viv~~ir~~** *to live*	**-o** **-es**	**-imos** **-ís**	**de** *of*	**nuestra obediencia** *our obedience*
	La Expiación *The Atonement*			**recib~~ir~~** *to receive*	**-e**	**-en**	**a** *to*	**juntos** *together*
	La familia *Family*						**con** *with*	**gozo** *joy*
							para *for*	**el perdón** *forgiveness*
							sin *without*	**la miseria** *misery*

¿El plan de salvación brinda esperanza?
Does the plan of salvation offers hope?
Sí, el plan de salvación brinda esperanza.
Yes, the plan of salvation offers hope.
Sí, el plan de salvación no brinda miseria.
Yes, because the plan of salvation does not offer misery.

¿Qué enseña el plan de salvación?
What does the plan of salvation teach?
El plan de salvación enseña sobre la vida después de la muerte.
The plan of salvation teaches about life after death.

1. When negating, the “no” goes between the subject and the verb: Satanás no trae gozo.
2. "Traer" is an irregular verb in the yo form (traigo).

Scenario

Practice:

1. As a district, pull out your pamphlets for *The Plan of Salvation* and *The Restoration* in Spanish, and open to pages 9 (Su vida en la tierra) and 3–4 (Nuestro Padre Celestial revela Su Evangelio) respectively.
2. Take turns reading each paragraph while the rest of the missionaries identify the verbs in present-tense form.
3. Discuss what each verb means by looking at the context and identify who the subject is by looking at the conjugation of the verb.

Re-practice:

Missionary A. Help missionary B understand how the plan of salvation can heal our souls. Using the grammar guide, teach missionary A the principle Our Life on Earth from *Preach My Gospel* according to his/her questions.

Example
Missionary A: ¿Dónde hallo paz?
Missionary B: Jesucristo brinda paz.
Missionary A: ¿Cómo vivo sin culpa?
Missionary B: La Expiación trae perdón.

Additional Contexts

- Teaching the principle of The Gospel Blesses Families
- Teaching how God reveals truth through his prophets and through revelation
- Teaching how the priesthood blesses others

Study Guide

Talking about next week's schedule

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Ir*
  - *Otra vez*
  - *Fumar*
  - *Tomar*
  - *Cuando*
  - *Asistir*
  - *Dejar de*
  - *Disfrutar*
  - *Casa*

Grammar and Activities

- Memorize the conjugations of **Ir** in the **Present Tense**.
- Study **Verb + Prepositions** in TALL doing activities *Consider This* through *Create Sentences.*
- Do activities A–B in the *Spanish for Missionaries* book about **Verb + Prepositions** (p. 138).

2. Additional Study Ideas

- Do activity F in the *Spanish for Missionaries* book about **Verb + Preposition** (p. 139).

3. Postclass Work

- Do activities C–E in the *Spanish for Missionaries* book about **Verb + Preposition** (pp. 138–139).

Other Resources

Spanish for Missionaries

Verb + Preposition: pp. 136–139

Ir a + Infinitive (Present)

	Vamos *We are going*		**a** *to*	**visitar** *visit*	**a la familia Sánchez** *the Sanchez family*

¿Cuándo *When*	**(no)**[1]	**voy** *(I am) going*	**vamos** *(We are) going*	**a** *to*	**hacer** *to do*	**al obispo** *the bishop*
¿Qué *What*		**vas** *(you are) going*	**vais** *(you all are) going*		**estudiar** *to study*	**mañana** *tomorrow*
Sí, *Yes,*		**va** *(you are) going*	**van** *(you all are) going*		**enseñar** *to teach*	**diez contactos** *ten contacts*
No, *No,*		**va** *(he/she/it is) going*	**van** *(they are) going*		**estar** *to be*	**las escrituras** *the scriptures*
					memorizar *to memorize*	**la Perla de Gran Precio** *the Pearl of Great Price*
					orar *to pray*	**cinco palabras** *five words*
					dar *to give*	**constantemente** *constantly*
						una bendición *a blessing*
						servicio *service*

¿Qué vamos a hacer mañana?
What are we doing tomorrow?
Mañana vamos a dar una bendición.
Tomorrow we are going to give a blessing.

¿Va a estudiar mañana?
Are you going to study tomorrow?
Sí, voy a estudiar mañana.
Yes, I am going to study tomorrow.

1. When negating, the "no" goes between the subject and the verb: Yo no voy a dar una bendición.

Function: Asking about and describing actions and events
Context: Talking about next week's schedule

Scenario

A future missionary has agreed to work with you and your companion for the rest of the week and is asking about your plans.

Practice:

Missionary A. You will take the role of the future missionary. Ask missionary B what the plans are for the following activities:
— Lessons with a progressing investigator
— Visits with recent converts and/or less-active members
— A baptism
— Activities during preparation day

Missionary B. Respond to missionary A with the specific plans for each activity.

Example
Future Missionary: ¿Qué van a enseñar a su investigador que está progresando?
Missionary: Vamos a enseñar sobre la ley de castidad porque...

Re-practice: You and your companion need to give a report of the progress of your investigators to your district leader. You can talk about your progressing investigators or the following investigator:

María Paz: She committed to read the Book of Mormon and to pray about it. She is not sure about going to church this Sunday. She accepted another visit for next Friday. She does not feel ready to accept a baptismal invitation.

Companionship A. You will take the role of the district leader. Using the board display as a guide, ask companionship B about whether or not his/her investigators are going to keep their commitments.

Companionship B. Use the board display as a guide to answer, giving a report of your investigators' willingness to keep the commitments.

Example
District Leader: ¿La hermana Paz va a ir a la iglesia?
Missionaries: Sí, ella va a ir a la iglesia.

Additional Contexts

- Asking about an investigator's future plans
- Telling a member what you will do during a lesson

Study Guide

Extending invitations, accepting commitments, and promising blessings

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Guardar*
  - *Cerca*
  - *Mandamiento*
  - *Palabra*
  - *Salud*
  - *Tesoros*
  - *Fuerza*
  - *Protección*

Grammar and Activities

- Memorize the conjugation endings for **Future.**
- Do activities *Consider This* through *Use Pictures* about **Future** in TALL.

2. Additional Study Ideas

- Do either or both activities F and G in the *Spanish for Missionaries* grammar book about **Future** (pp. 120–121).

3. Postclass Work

- Do activities A–C in the *Spanish for Missionaries* book about **Future** (pp. 119–120).
- Do the following activities in TALL for **Future:** *Create Sentences, Use Your Planner,* and *Use Pictures***.**

Other Resources

Spanish for Missionaries

Future: Regular: pp. 118–121

		¿Leerá *Will you read*			**esta** *this*	**escritura?** *scripture?*
Al orar [2], *As you pray,*	**(no)[1]**	**guardar** *to keep*	**é**	**emos**	**acerca de** *about*	**la Palabra de Sabiduría** *the Word of Wisdom*
			ás	**éis**		
Al leer, *As you read,*		**orar** *to pray*	**á**	**án**		**el profeta José Smith** *the Prophet Joseph Smith*
Al asistir a la Iglesia, *As you attend church,*		**seguir** *to follow*				**el ejemplo del Salvador** *the example of the Savior*
Al bautizarse, *As you get baptized,*		**asistir** *to attend*				**salud y fuerza** *health and strength*
Al arrepentirse, *As you repent,*		**recibir** *to receive*				**a la iglesia** *to the Church / to church*
Sí, *Yes,*		**sentir** *to feel*				**una respuesta de Dios** *an answer from God*
No, *No,*		**entender** *to understand*				**protección contra el mal** *protection against evil*
		estar *to be*				**más paz en su hogar** *more peace in your home*
						el Espíritu Santo *the Holy Ghost*
						la voluntad de Dios para usted *the will of God for you*
						más cerca de Dios *closer to God*

¿Orará acerca del profeta José Smith?
Will you pray about the Prophet Joseph Smith?
Sí, oraré acerca del profeta José Smith.
Yes, I will pray about the Prophet Joseph Smith.
Al orar, recibirá una respuesta.
As you pray, you will receive an answer.

¿Obedecerá la Palabra de Sabiduría?
Will you obey the Word of Wisdom?
No, no obedeceré la Palabra de Sabiduría.
No, I will not obey the Word of Wisdom.
Al guardar la Palabra de Sabiduría, sentirá más paz en su hogar.
As you keep the Word of Wisdom, you will feel more peace in your home.

1. When negating, the “no” goes between the subject and the verb: Yo no asistiré a la iglesia.
2. The phrase ‘Al + any inifinitive verb’ means “By (verb)-ing....’ (i.e. ‘Al orar’ = ‘By praying’). In English, we commonly say ‘As you ______’ for this phrase.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extending invitations, accepting commitments, promising blessings

Scenario

Despite multiple lessons with the López family, they are no longer progressing. They have stopped coming to church regularly and are no longer consistently reading the Book of Mormon and praying. Additionally, they are hesitant to be baptized and confirmed.
During your last lesson you asked Brother López why he has not been keeping his commitments.
He responded that he feels like God cares more about our hearts more than our actions and that commitments are not as important as convictions. You and your companion decide to teach him the blessings of commitments and covenants.

Practice:

Missionary A. Explain the blessings that will accompany a commitment and invite the investigator to obey it.

Missionary B. You will take the role of the investigator. Either accept the commitment or ask more questions. Use the board display as a guide to answer.

Example
Missionary: Hermano López, al leer, sabrá que José Smith fue un profeta.
Investigator: Al leer, ¿Sentiré algo?
Missionary: Sí, sentirá una respuesta de Dios.

Re-practice: Following the same pattern, practice extending invitations to your companion and promising blessings as he/she keeps that commitment.

Additional Contexts

- Making commitments with the Lord concerning things you will do
- Teaching how to gain eternal life

Por y Para

1. **Preclass Preparation**

Grammar and Activities

- Study **Por y Para** in TALL doing activities *Consider This* through *Listen for Use.*
- Do activities A–B for **Por y Para** in the *Spanish for Missionaries* book (p. 88).
- Read and understand the grammar in 2 Nephi 2:5. Look for how **Por** and **Para** are used. Consider memorizing the scripture.

2. **Additional Study Ideas**

- Using the grammar rules from the *Spanish for Missionaries* book, write out a sentence for each rule for **Por** and **Para** that can be used with your progressing investigator.

3. **Postclass Work**

- Do activities C–E in the *Spanish for Missionaries* book for **Por y Para** (pp. 88–89).

Other Resources

Spanish for Missionaries

Por y Para: pp. 87–90

Rules for Por

- Use **Por** to say **for, by, through,** or **because of**.

Rules for Para

Movement or direction toward a destination or goal (**to, headed for**)	¿**Para** dónde vamos? *Where are we heading?* Vamos **para** la capilla. We're on our way to the chapel.
A specific time limit or a fixed point in time (**by, for, due on**)	Los reportes son **para** el viernes. *The reports are due on Friday.* Estará listo **para** mañana. *It will be ready by tomorrow.*
Intended for, destination	La carta es **para** usted. *The letter is for you* El Evangelio es **para** nuestro beneficio. *The gospel is for our benefit.*
Purpose or intent of an action (**in order to**)—**Para** indicates the final goal of an action	Estamos en el CCM **para** aprender.*We are in the MTC (in order to) to learn.* Podemos orar **para** saber la verdad. *We can pray to know the truth (in order to).*
Comparison against a group	Juan es alto **para** su edad. *Juan is tall for his age.* Su hijo sabe mucho **para** su edad. *His son knows a lot for his age.*
Holding an opinion or making a judgment	**Para** los miembros de la Iglesia, la vida tiene un propósito definido. *For members of the Church, life has a definite purpose* Cada persona es importante **para** Dios. *Each person is important to God.*

Objective: Successfully choose the correct preposition for the following sentences.

1. All of God's children are important to Him.
2. We will help you prepare for baptism.
3. Christ paid the price for our sins.
4. For his age, Joseph showed great faith.
5. I am grateful for the opportunity to speak today.
6. Why must we pass through so many difficulties?
7. This letter is for my companion.
8. We can pray in order to know the truth.
9. Commandments are for our benefit.
10. We preach the gospel for two years.
11. The Book of Mormon was written for us.
12. We should pray for our enemies.
13. We'll be back by Friday.
14. Think for a moment about your blessings.
15. Christ died for us.
16. How can you prepare for your baptism?
17. We are given prophets because of God's love for us.
18. You are here to prepare to meet God.
19. Our weekly numbers are due by nine thirty.
20. For LDS members, families are everything.
21. The lesson was given by sister Medina.
22. Brother Martinez knows a lot for his time in the Church.
23. He wanted to give us money in exchange for our service yesterday.
24. We'll come back around the beginning of next week.
25. God has a plan for us.
26. Enos prayed for the Lamanites.
27. Brother Dave worked for the government.
28. The Book of Mormon was translated by Joseph Smith.
29. Will you read this chapter by our next visit?
30. We talked with them for about an hour.
31. The gospel is for everyone.
32. Let's head for the church.
33. We cannot see God because of our fallen state.

Study Guide

Following up

1. Preclass Preparation

Vocabulary

- Memorize the meaning and the pronunciation of the following words:
  - *Estudiar*
  - *Esperar*
  - *Cumplir*
  - *Compromiso*
  - *Respuesta*
  - *Diario*
  - *Acerca de*
  - *Con*

Grammar and Activities

- Memorize the conjugation endings for **Progressive Tense.**
- Memorize the conjugations for **Estar** in the **Future Tense** and the **Imperfect Past Tense**.
- Study **Progressive & Present Participle** in TALL doing activities *Consider This* through *Create Sentences.*
- Do activities A–B from in the *Spanish for Missionaries* grammar book for **Progressive & Present Participle** (pp. 141–142).
- Study **Direct Object Pronouns** in TALL doing activities *Consider This* through *Create a Sentence.*
- Do activities A–C in the *Spanish for Missionaries* book for **Direct Object Pronouns** (pp. 126–127).

2. Additional Study Ideas

- Do activities B and E–G from the *Spanish for Missionaries* book for **Progressive & Present Participle** (pp. 141–143).
- Do activity H (1–2) in the *Spanish for Missionaries* book for **Direct Object Pronouns** (p. 128).

3. Postclass Work

- Do activities C–D and H from the *Spanish for Missionaries* book for **Progressive & Present Participle** (pp. 142–143).
- Do activities D–E in the *Spanish for Missionaries* book for **Direct Object Pronouns** (p. 127).

Other Resources

Spanish for Missionaries

Progressive & Present Participle: pp. 140–143

	Está *You are*		**orando** *praying*		**a** *to*	**Dios** *God*
¿Qué (no)[1] *What*	**estoy** *(I) am*	**estamos** *(We) are*	**orar** *to pray*	**-ar verbs** *ando*	**acerca de** *about*	**el Libro de Mormón** *the Book of Mormon*
¿Por qué *Why*	**estás** *(you) are*	**estáis** *(you all) are*	**estudiar** *to study*		**con** *with*	**respuestas a sus oraciones** *answers to your prayers*
Porque *Because*	**está** *(you) are*	**están** *(you all) are*	**esperar** *to hope, wait, expect*		**a** *to*	**las escrituras** *the scriptures*
Sí, *Yes,*	**está** *(he/she) is*	**están** *(they) are*	**leer**[2] *to read*	**-er/-ir verbs** *iendo*		**el Espíritu Santo** *the Holy Ghost*
No, *No,*			**cumplir** *to keep*		**lo/la** *it*	**los mandamientos** *the commandments*
			asistir *to attend*		**los/las** *them*	**sus compromisos** *your commitments*
			recibir *to receive*			**la Iglesia** *the Church*
			hacer *to do*			**un testimonio** *a testimony*

¿Está leyendo las escrituras?
Are you reading the scriptures?
Sí, estoy leyéndolas.
Yes, I am reading them.
No, no estoy leyéndolas.
No, I am not reading them.

¿Qué está leyendo?
What are you reading?
Estoy leyendo acerca del Espíritu Santo.
I am reading about the Holy Ghost.

1. When negating, the "no" goes between the subject and the verb: Yo no estoy recibiendo respuestas a mis oraciones.
2. Leyendo

Scenario

Practice: Watch the video clip titled *Teach People, Not Lessons: Jynx* from *The District 2*. Pay attention to what the missionaries and Jynx say, and especially identify when they use Present Progressive. Follow the pattern given and translate the sentences in Spanish. Some of the sentences are below:
— "They are feeling the Holy Ghost." Elder Christensen
— "You are not listening well." Elder Christensen
— "He is not saying anything." Elder Christensen
— "What are you expecting to feel?" Elder Christensen
— "How are you expecting to receive an answer?" Elder Christensen
— "I am trying to find an answer." Jynx

Re-practice: Help the investigator (Jynx) know the things she can do to receive and recognize an answer from the Holy Ghost.

Missionary A. Ask your investigator if he/she is keeping the following commitments. If the answer is yes, then ask what he/she is experiencing.
— Reading the Book of Mormon
— Praying to know if it's true
— Going to church
— Studying the scriptures
— Keeping the commandments

Missionary B. You will take the role of the investigator. Assume a role similar to Jynx. Use the board display as a guide to give your answer accordingly.

Example
Missionary: ¿Está leyendo el Libro de Mormón?
Investigator: Sí, estoy leyendo el Libro de Mormón.

Additional Contexts

- Describing what your district members are doing
- Describing what the individuals in scriptural pictures are doing

Study Guide

Following up

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Qué*
  - *Por qué*
  - *Haber*
  - *Experimentar*
  - *Bautismo*
  - *Capítulo*
  - *Folleto*
  - *Ley*
  - *Diezmo*
  - *Castidad*
  - *Cambio*
  - *Mensaje*

Grammar and Activities

- Memorize the conjugations of **Past Participle** and **Present Tense** for **Haber**.
- Study **Perfect and Past Participle** in TALL doing activities *Consider This* through *Listen for Use.*
- Do activities A–B in the *Spanish for Missionaries* book about **Perfect and Past Participles** (p. 145).

2. Additional Study Ideas

- **Perfect Tense** is one of the most useful tenses for asking follow-up questions (Have you prayed? Have you read?). Using **Perfect Tense**, create 5–10 follow-up questions for your progressing investigator.
- Do the activities F–H in the *Spanish for Missionaries* book about **Perfect and Past Participles** (p. 146).

3. Postclass Work

- Do activities C–E in the *Spanish for Missionaries* book about **Perfect and Past Participles** (pp. 145–146).
- Do activities *Use Pictures* through *Create Sentences* in TALL for **Perfect and Past Participle.**

Other Resources

Spanish for Missionaries

Perfect and Past Participles: pp. 144–146

Perfect and Past Participle

He *I have*	**orado** *prayed*	**por** *for*	**una respuesta** *an answer*

¿Qué *What*	**(no)**[1]	**he** *(I) have*	**hemos** *(We) have*	**or~~ar~~** *prayed*	**-ar verbs** *ado*	**por** *for*	**(a) Dios** *(to) God*
¿Por qué *Why*		**has** *(you) have*	**habéis** *(you all) have*	**pregunt~~ar~~** *asked*		**sobre** *about*	**José Smith** *Joseph Smith*
Porque *Because*		**ha** *(you) have*	**han** *(you all) have*	**experiment~~ar~~** *experience*			**un cambio de corazón** *a change of heart*
Sí, *Yes,*		**ha** *(he/she) has*	**han** *(they) have*	**medit~~ar~~** *meditated*			**nuestro mensaje** *our message*
No, *No,*				**guard~~ar~~** *kept*			**la ley del diezmo** *the law of tithing*
				le~~er~~ *read*	**-er/-ir verbs** *ido*		**la ley de castidad** *the law of chasity*
				sent~~ir~~ *felt*			**el Libro de Mormón** *the Book of Mormon*
				recib~~ir~~ *received*			**el folleto** *the pamphlet*
							el Espíritu Santo *the Holy Ghost*
							una respuesta *an answer*

¿<u>Ha orado</u> sobre el Libro de Mormón?
Have you prayed about the Book of Mormon?
Sí, <u>he orado</u> sobre Libro de Mormón.
Yes, I have prayed about the Book of Mormon.
No, no <u>he orado</u> sobre Libro de Mormón.
No, I have not prayed about the Book of Mormon.

¿Qué <u>ha sentido</u>?
What have you felt?
<u>He sentido</u> el Espíritu.
I have felt the Spirit.

¿Por qué <u>ha leído</u> el Libro de Mormón?
Why have you read the Book of Mormon?
<u>He leído</u> el Libro de Mormón porque quiero saber la verdad.
I have read the Book of Mormon because I want to know the truth.

1. When negating, the "no" goes between the subject and the verb: Ellos no han recibido una respuesta.

Scenario

Read Alma 5:26–27 in English and then in Spanish to identify the verbs used in Perfect Tense. Some of the sentences are below:
— ¿Habéis experimentado un cambio de corazón?
— ¿Habéis sentido el deseo de cantar?
— ¿Habéis caminado, conservándoos irreprensibles delante de Dios?
— ¿Habéis sido suficientemente humildes?
— ¿Vuestros vestidos han sido lavados?
Write the sentences on the board display following the pattern given and change the subject to any of the following:
— I
— Your companion
— Your investigator
— The teacher
— People
— We

Practice: Teacher. You will ask each missionary questions using the different subjects.
Missionary: Answer by using your board display as a guide.

Example
Teacher. ¿Su compañero ha experimentado un cambio de corazón?
Missionary. Sí, mi compañero ha experimentado un cambio de corazón.

Re-practice: Your investigator committed to stop drinking and smoking. In addition, he/she also committed to obey the law of chastity and start going to church. You are going to visit him/her today to find out how well he/she is keeping his/her commitments.

Missionary A. Ask missionary B if he/she has kept the following commitments. If the answer is yes, then ask what he/she has experienced.
— Stop drinking
— Stop smoking
— Obey the law of chastity
— Go to church
— Pray for forgiveness

Missionary B. You will take the role of the investigator. Use the board display as a guide to give your answer accordingly.

Example
Missionary: ¿Ha dejado de tomar?
Investigator: Sí, he dejado de tomar.
Missionary: ¿Qué ha sentido?

Additional Contexts

- Talking about what you have learned, felt, and come to know
- Asking inspiring questions

Study Guide

Praying for investigators, leaving instructions for future missionaries after a transfer, and using the scriptures

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Ayudar*
  - *Visitar*
  - *Conceder*
  - *Desafío*
  - *Enseñar*
  - *Dar*
  - *Por lo menos*
  - *Amor*
  - *Seguir*
  - *Paz*
  - *Por favor*

Grammar and Activities

- Memorize the conjugations for **Commands.**
- Study **Commands** in TALL doing activities *Consider This* through *Order Parts.*
- Do activities A and C in the *Spanish for Missionaries* book for **Commands** (p. 84).
- Study **Combined Object Pronouns** in TALL doing activities *Consider This* through *Build a Sentence*.
- Do activity A in the *Spanish for Missionaries* book for **Combined Object Pronouns** (p. 133).
- See **page 151** of this book for more on **Pronouns**

2. Additional Study Ideas

- Do activity F in the *Spanish for Missionaries* book for **Commands** (p. 85).

3. Postclass Work

- Do activities *Choose the Best Answer* through *Complete the Paragraph* for **Combined Object Pronouns** in TALL.
- Do activities *Build a Sentence* through *Create Sentences* for **Commands** in TALL.
- Do activities B and D–E in the *Spanish for Missionaries* book for **Commands** (pp. 84–85).
- Do activities D–E in the *Spanish for Missionaries* book for **Combined Object Pronouns** (p. 134).

Other Resources

Spanish for Missionaries

Commands: pp. 82–86

Combined Object Pronouns: pp. 132–135

Commands

	Élderes,		**ayúdenles**					**con**	**sus desafíos**
	Elders,		*help them*					*with*	*their challenges*
Por favor,	**Hermano,**	**(no)**[1]	**ayud~~ar~~**	**-ar:**		**emos**	**les**	**con**	**amor**
Please	*Brother,*		*to help*		**a**		*them*	*with*	*love*
	Élderes,		**escuch~~ar~~**		**e**	**en**	**le**	**acerca de**	**el Espíritu**
	Elders,		*to listen*				*him/her*	*about*	*the Spirit*
	Hermana,		**aplic~~ar~~**[2]	**-er/-ir**		**amos**		**en**	**la(s) escritura(s)**
	Sister,		*to apply*		**e**			*in*	*the scripture(s)*
			enseñ~~ar~~		**a**	**an**		**por lo menos**	**sus desafíos**
			to teach					*at least*	*their challenges*
			visit~~ar~~					**sin**	**un testimonio**
			to visit					*without*	*a testimony*
			medit~~ar~~						**una vez a la semana**
			to pond~~er~~						*once a week*
			explic~~ar~~[2]						**la Expiación**
			to explain						*the Atonement*
			le~~er~~						**los miembros**
			to read						*the members*
			asist~~ir~~						**sus sentimientos**
			to attend						*your feelings*
			compart~~ir~~						**seguir fieles en el Evangelio**
			to share						*continue faithful in the gospel*

Hermanas, no les[1] enseñen sin los miembros.
Sisters, do not teach them without members.
Hermano, medite en las escrituras.
Brother, ponder about the scriptures.
Élderes, compártenla con el investigador.
Elders, share it (the scripture) with the investigator.

1. *When forming negative commands, place the indirect object pronoun between the "no" and the verb.*
2. *These verbs are irregular. Go to your Spanish for Missionaries book to know how to conjugate them.*

Scenario

You and your companion are going to be transferred to a new area. The missionaries that are coming will not know anything about your investigators. You decided to leave instructions on each of your investigators' teaching records so that the new missionaries know what to do with each of them.

Practice: Missionaries. Using a teaching record, write down some of the things that the missionaries should do with their investigators. Make sure to write the instructions in the command form.

Example
Missionaries: Élderes, enséñenle acerca de la Expiación.

Re-practice: Repractice: You are teaching one of your investigators and decide to share a scripture about the Atonement of Jesus Christ.

Missionary A. Look for scriptures you would like to share about the Atonement. Ask missionary B to do the following:
— Read the scripture(s) you decide to share
— Look for a specific application
— Explain what he/she learned
— Ponder its meaning
— Apply the scripture(s) to his/her life

Missionary B. You will take the role of the investigator. Ask missionary A to explain to you how the scripture applies to your situation.

Example
Missionary: Lea, por favor, la escritura que se encuentra en Mosíah 3:19 y medite sobre el amor de Dios.
Investigator: Explíqueme cómo es posible sentir el amor de Dios.
Missionary: Usted puede sentir el amor de Dios al...

Additional Contexts

• Making requests at the dinner table, cleaning the house, giving directions, etc.
• Using the command form in your prayers on behalf of your investigators

Study Guide

Teaching the principle of **The Restoration of the Gospel of Jesus Christ through Joseph Smith**

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Ver*
  - *Traducir*
  - *Responder*
  - *Quién*
  - *Dónde*
  - *Establecer*

Grammar and Activities

- Memorize the conjugations of **Poder** in the **Preterit Tense** and the English translation.
- Study **Preterit: Irregular** in TALL doing activities *Consider This* through *Use Pictures*.

2. Additional Study Ideas

- As a district, translate the following sentences:
  1. Joseph Smith was able to ask God.
  2. Joseph Smith was able to see God and Jesus Christ.
  3. Joseph Smith was able to receive the priesthood.
  4. Jesus Christ was able to restore the Church.
  5. God and Jesus Christ were able to call a prophet.
  6. Jesus Christ was able to answer his prayer.
  7. The people were able to receive the truth again.
  8. We were able to have a prophet.

3. Postclass Work

- Do activities *Use your Planner* through *Create Sentences* for **Preterit: Irregular** in TALL.
- Do activities A–E in the *Spanish for Missionaries* book about **Preterit: Irregular** (pp. 169–170).

Other Resources

Spanish for Missionaries

Preterit: Irregular: pp. 167–170

Poder + Infinitive (Preterit)

José Smith	**pudo**	**preguntar**	**a Dios**
Joseph Smith	*was able to*	*ask*	*God*

¿Quién
Who
¿Cómo
How
¿Por qué
Why
Porque
Because
Sí,
Yes,
No,
No,

Subject		Singular	Plural
José Smith *Joseph Smith*	**(no)**[1]	**pude** *(I) was able to*	**pudimos** *(we) were able to*
Jesucristo *Jesus Christ*		**pudiste** *(you) were able to*	**pudisteis** *(you all) were able to*
Las personas *The people*		**pudo** *(you) were able to*	**pudieron** *(you all) were able to*
		pudo *(he/she) was able to*	**pudieron** *(they) were able to*

Infinitive	Object
preguntar *ask*	**a Dios** *God*
leer *read*	**la Biblia** *the Bible*
ver *see*	**a Dios y a Jesucristo** *God and Jesus Christ*
recibir *receive*	**una respuesta** *an answer*
establecer *establish*	**la Iglesia de Jesucristo** *the Church of Jesus Christ*
traducir *translate*	**el Libro de Mormón** *the Book of Mormon*
llamar *call*	**un profeta** *a prophet*
restaurar *restore*	**el sacerdocio** *the priesthood*
responder *answer*	**su oración** *his prayer*
tener *have*	**revelación** *revelation*

See p. 10 - 11 from the Spanish Missionary Vocabulary & Phrases book for more vocabulary.

¿José Smith pudo ver a Dios y a Jesucristo?
Was Joseph Smith able to see God and Jesus Christ?
Sí, José Smith pudo ver a Dios y a Jesucristo.
Yes, Joseph Smith was able to see God and Jesus Christ.
No, José Smith no pudo ver a Dios y a Jesucristo.
No, Joseph Smith was not able to see God and Jesus Christ.

¿Quién pudo establecer la Iglesia de Jesucristo?
Who was able to establish the Church of Jesus Christ?
José Smith pudo establecer la Iglesia de Jesucristo.
Joseph Smith was able to establish the Church of Jesus Christ.

1. When negating, the "no" goes between the subject and the verb: Él no pudo preguntar a Dios.
2. See p. 10-11 from the Spanish Missionary Vocabulary and Phrases book for more vocabular.

Function: Asking about and describing actions and events
Context: Teaching the principle of The Restoration of the Gospel of Jesus Christ through Joseph Smith

Scenario

You are helping a less-active member family understand the need for the Restoration of the gospel. During the lesson, you talked about the things the people were not able to do because of the Apostasy. Ask questions to determine how well the investigator understands what you are teaching.

Practice:

Missionary A. Using the board display, ask missionary B about whether or not the people could do the following things:
— Enjoy the blessings of the priesthood
— Receive guidance through a prophet
— Pray to God
— Be baptized and receive the Holy Ghost

Missionary B. You will take the role of the investigator. Use the board display to answer the questions accordingly.

Example
Missionary: ¿Las personas pudieron tener el Espíritu Santo?
Investigator: No, las personas no pudieron tener el Espíritu Santo.

Re-practice: Repractice: Your investigator tells you that he/she believes prophets only existed in the time of the Bible because we no longer see the miracles today that prophets were able to perform in the past. You and your companion decide to teach him/her The Restoration of the Gospel of Jesus Christ through Joseph Smith.

Missionary A. Using the board display, teach how Joseph Smith was called to be a prophet. Mention some of the following:
— He was able to pray to God
— He was able to receive an answer
— He was able to receive the authority of God
— He was able to do many miracles

Missionary B. You will take the role of the investigtor. Using the board display as a guide, ask missionary A questions about Joseph Smith while he/she is teaching you.

Example
Missionary: José Smith pudo preguntar a Dios.
Investigator: ¿Cómo pudo hablar José Smith con Dios?

Additional Contexts

- Talking about how you were able to gain a testimony
- Talking about the things Christ could do during His ministry

Study Guide

Teaching the principle of **The Savior's Earthly Ministry**

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Enviar*
  - *Crucificar*
  - *Rechazar*
  - *Padecer*
  - *Escoger*
  - *Compartir*
  - *Tierra*
  - *Doctrina*
  - *Apóstoles*
  - *Salvador*
  - *Aflicciones*
  - *Reino*
  - *Vida*

Grammar and Activities

- Memorize the conjugation endings of **Preterit Tense**.
- Study **Preterit: Regular** in TALL doing activities *Consider This* through *Create Sentences.*
- Study **Preterit: Stem and Spelling Changes** in TALL doing activities *Consider This* through *Use Pictures.*

2. Additional Study Ideas

- Do activities G–I in the *Spanish for Missionaries* book about **Preterit Past Tense** (p. 162) .

3. Post Work

- Do activities A–F in the *Spanish for Missionaries* book about **Preterit: Regular** (pp. 160–162).
- Do activities A–D in the *Spanish for Missionaries* book **Preterit: Stem and Spelling Changes** (pp. 164–165).

Other Resources

Spanish for Missionaries

Preterit: Regular: pp. 160–162

Preterit: Stem and Spelling Changes: pp. 163–166

	Dios		**envió**	**a**	**Jesucristo a la tierra**
	God		*sent*	*to*	*Jesus Christ to the Earth*
¿Qué	**Dios**	**(no)**[1]	**envi~~ar~~**	**a**	**el Evangelio**
What	*God*		*sent*	*to*	*the Gospel*
¿A quién	**Jesucristo**		**enseñ~~ar~~**	**sobre**	**doce apóstoles**
To whom	*Jesus Christ*		*taught*	*about*	*twelve apostles*
¿Quién	**Nosotros**		**llam~~ar~~**	**el**	**Salvador**
Who	*We*		*called*	*the*	*Savior*
Sí,	**Los apóstoles**		**crucific~~ar~~**	**por**	**Dios**
Yes,	*The Apostles*		*crucified*	*for*	*God*
No,	**Las personas inicuas**		**rechaz~~ar~~**	**en**	**nuestros pecados**
No,	*Wicked people*		*rejected*	*in*	*our sins*
			padec~~er~~		**Su Iglesia**
			suffered		*His Church*
			establec~~er~~		**una vida perfecta**
			established		*a perfect life*
			compart~~ir~~		**el sacerdocio**
			shared		*the priesthood*
			viv~~ir~~		
			lived		
			recib~~ir~~		
			received		

-ar	
-é	**-amos**
-aste	**-asteis**
-ó	**-aron**

-er/-ir	
-í	**-imos**
-iste	**-isteis**
-ió	**-ieron**

¿Jesucristo llamó a doce apóstoles?

Did Jesus Christ call twelve apostles?

Sí, Jesucristo llamó doce apóstoles.

Yes, Jesus Christ called twelve apostles.

No, Jesucristo no llamó a doce apóstoles.

No, Jesus Christ did not call twelve apostles.

¿Quién rechazó a Jesucristo?

Who rejected Jesus Christ?

Las personas inicuas rechazaron a Jesucristo.

The wicked people rejected Jesus Christ.

1. When negating, the "no" goes between the subject and the verb: Nosotros no rechazamos al Salvador.
2. When forming questions with a question word, follow this pattern: Question Word (Quién) + Verb (crucificó) + Subject (al Salvador).

Scenario

Practice:
1. As a district, pull out your pamphlets for The Restoration in Spanish and open to page 7 (Jesucristo estableció Su Iglesia).
2. Take turns reading this section identify all the verbs in preterit-tense form.
3. Guess the meaning of the verbs you do not know by looking at the context of the verb. In addition, identify the subject by looking at the conjugation of the verb.
   Verbs: Enviar, Vivir, Establecer, Enseñar, Escoger, Recibir, Padecer, Guiar, Continuar, Realizar, Morir, Hacer.

Re-practice: You and your companion are teaching an investigator that thinks that there is no need to go to church because Christ did not establish any church while He was on the earth. You decided to share Ephesians 4:11–14 with him.

Missionary A. Using the scripture and the board display as a guide, explain to missionary B what happened during the earthly ministry of Christ, including some of the principles below. Ask questions to determine how well the investigator understands what you are teaching.
— Christ called twelve apostles
— He gave them the priesthood
— He established His true Church
— He taught them the Gospel
— The people rejected the Savior
— The Apostles received revelation to guide the Church

Missionary B. You will take the role of the investigator. Give your response to missionary A according to what you understood from his/her explanation.

Example
Missionary: Cristo llamó a doce apóstoles. ¿A quien llamó Cristo para edificar Su Iglesia?
Investigator: Jesucristo llamó a Sus doce apóstoles.

Additional Contexts

• Talking about how you obtained your testimony
• Talking about what led Joseph to receive the First Vision
• Sharing an experience

Study Guide

Talking about the Restoration

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Sacerdocio*
  - *Predicar*
  - *Tanto como*
  - *Restaurar*
  - *Ejercer*

Grammar and Activities

- Memorize the conjugations of **Necesitar** in the **Imperfect Tense**.
- Study **Comparatives and Superlatives** in TALL doing activities *Consider This* through *Create a Sentence.*
- Do activities A–B in the *Spanish for Missionaries* book about **Comparatives and Superlatives** (pp. 191–192).

2. Additional Study Ideas

- Do activities F–G in the *Spanish for Missionaries* book on **Comparative and Superlatives** (p. 193).
- As a class, use the board display to create sentences that can specifically be used with your progressing investigators.

3. Postclass Work

- Do activities C–D in the *Spanish for Missionaries* book about **Comparatives and Superlatives** (p. 192).

Other Resources

Spanish for Missionaries

Comparatives and Superlatives: pp. 190–194

Necesitar + Infinitive and Querer + Infinitive (Imperfect)

José Smith	**necesitaba/quería**	**preguntar**	**a Dios**
Joseph Smith	*needed/wanted*	*to ask*	*God*

¿Qué[1]	**José Smith**	**(no)**[2]	**necesitaba**	**necesitábamos**	**leer**	**la Biblia**
What	*Joseph Smith*		*(I) needed*	*(we) needed*	*to read*	*the Bible*
¿Cuándo	**Jesucristo**		**necesitabas**	**necesitabais**	**orar**	**con fe**
When	*Jesus Christ*		*(you) needed*	*(you all) needed*	*to pray*	*with faith*
¿Por qué	**Las personas**		**necesitaba**	**necesitaban**	**ejercer**	**su fe**
Why	*The people*		*(you) needed*	*(you all) needed*	*to exercise*	*your/their faith*
Porque			**necesitaba**	**necesitaban**	**restaurar**	**la Iglesia**
Because			*(she/he) needed*	*(they) needed*	*to restore*	*the Church*
Sí,	**Yo**				**recibir**	**el sacerdocio**
Yes,	*I*				*to receive*	*the priesthood*
No,	**Nosotros**		**quería**	**queríamos**	**predicar**	**el Evangelio de Jesucristo**
No,	*We*		*(I) wanted*	*(we) wanted*	*to preach*	*the gospel of Jesus Christ*
	Uds.		**querías**	**queríais**	**traducir**	**el Libro de Mormón**
	You-all		*(you) wanted*	*(you all) wanted*	*to translate*	*the Book of Mormon*
			quería	**querían**	**tener**	**una respuesta**
			(you) wanted	*(you all) wanted*	*to have*	*an answer*
			quería	**querían**		**tanto como Moisés**
			(he/she) wanted	*(they) wanted*		*as much as Moses*
						más que nunca
						more than ever

¿José Smith necesitaba preguntar a Dios?
Did Joseph Smith need to ask God?
Sí, él necesitaba preguntar a Dios.
Yes, he needed to ask God.
No, él no necesitaba preguntar a Dios.
No, he did not need to ask God.

¿Por qué quería orar a Dios?
Why did he need to pray to God?
Porque quería saber cuál iglesia era verdadera.
Because he wanted to know which church was true.

1. When forming a question with a question word, the verb goes before the subject.
2. When negating, the "no" goes between the subject and the verb: José Smith no necesitaba tener mucha educación.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Talking about the Restoration

Scenario

One of your investigators has not yet received an answer about the Book of Mormon. He/She does not know what he/she needs to do in order to receive an answer. You decided to talk about the story of Joseph Smith to help your investigator do the same things that Joseph Smith did in order to receive an answer.

Practice:

Missionary A. Using the board display as a guide, ask missionary B why he/she needs to:
— Read the Bible
— Ask God
— Exercise faith
— Understand why Christ needed to call a prophet

Missionary B. You will take the role of the investigator. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary: ¿Por qué José Smith quería/necesitaba tener una respuesta?
Investigator: Él quería/necesitaba tener una respuesta porque quería hacer la voluntad de Dios.

Re-practice: You are training a new missionary in the field. Your companion tells you that he/she has been having a really hard time. Your companion asks you what you needed to do to more fully dedicate your thoughts to the work at the beginning of your mission. (Note: You may need to look up additional words to put on the board display.)

Missionary A. Ask the senior companion questions about the following difficulties:
— Thinking too much about home
— Thinking too much about how long the mission feels
— Thinking too much about difficulties with the mission language
— Using time more effectively
— Being more successful

Missionary B. You will take the role of the senior companion. Respond to your companion's concerns by telling him/her what you wanted to be as a new missionary, and what you needed to do in order to overcome similar trials.

Example
Missionary: ¿Qué necesitaba hacer para pensar más en la obra misional?
Senior companion: Yo necesitaba orar por más dedicación.

Additional Contexts

- Talking about what you needed to do to find out the truth of the gospel
- Talking about what Ammon needed to do to gain the trust of King Lamoni

Study Guide

Talking about the Prophet Joseph Smith

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Buscar*
  - *Diferente*
  - *Confundido*
  - *Religión*
  - *Autoridad*
  - *Bautizar*
  - *En cuanto a*
  - *Años*

Grammar and Activities

- Memorize the conjugation endings of **Imperfect Tense.**
- Study **Imperfect** in TALL doing activities *Consider This* through *Create Sentences.*
- Do activities A–B in the *Spanish for Missionaries* book for **Imperfect Past Tense** (p. 172).

2. Additional Study Ideas

- Do activity F in the *Spanish for Missionaries* book for **Imperfect Past Tense** (p. 173) .

3. Postclass Work

- Do activities C–E in the *Spanish for Missionaries* book for **Imperfect Past Tense** (pp. 172–173).

Other Resources

Spanish for Missionaries

Imperfect: pp. 171–173

Imperfect Tense

José Smith		**buscaba**		**la iglesia verdadera**
Joseph Smith		*looked for*		*the true church*

¿Qué	**José Smith**	(no)[1]	**busc~~ar~~**	**sobre**	**falsas doctrinas**
What	*Joseph Smith*		*look for*	*about*	*false doctrines*
¿Cuándo	**Las diferentes sectas**		**enseñ~~ar~~**		**confundido en cuanto a la religion**
When	*The different sects*		*teach*		*confused about religion*
¿Por qué	**La verdad**		**est~~ar~~**		**la Biblia**
Why	*The truth*		*be*		*the Bible*
Porque			**estudi~~ar~~**		**una respuesta de Dios**
Because			*study*		*an answer from God*
Sí,			**quer~~er~~**		**la autoridad para bautizar**
Yes,			*want*		*the authority to baptize*
No,			**ten~~er~~**		**catorce años de edad**
No,			*have*		*fourteen years old*
			sab~~er~~		**a qué iglesia unirse**
			know		*what church to join*
			recib~~ir~~		**revelación**
			receive		*revelation*

-ar

aba	**ábamos**
abas	**abais**
aba	**aban**

-er/-ir

ía	**íamos**
ías	**íais**
ía	**ían**

¿La verdad <u>estaba</u> en la tierra?
The truth was on the earth?
Sí, la verdad <u>estaba</u> en la tierra.
Yes, the truth was on the earth.
No, la verdad no <u>estaba</u> en la tierra.
No, the truth was not on the earth.

¿Qué <u>enseñaban</u> las diferentes iglesias?
What did the different churches teach?
Las diferentes Iglesias <u>enseñaban</u> falsas doctrinas.
The different churches taught false doctrines.

¿Por qué <u>estaba</u> confundido José Smith?
Why was Joseph Smith confused?
José Smith <u>estaba</u> confundido porque no <u>sabía</u> a qué iglesia unirse.
Joseph Smith was confused because he did not know what church to join.

1. *When negating, the "no" goes between the subject and the verb: Las diferentes sectas no enseñaban sobre la revelación.*
2. *When forming questions with a question word, follow this pattern: Question Word (Qué) + Verb (estudiaba) + Subject (José Smith).*

Scenario

Watch the video clip titled *Paris*. Pay special attention to how the gospel has changed his life.

Practice:

Missionary A. Using the board display as a guide, ask missionary B about Paris's condition prior to his conversion using imperfect tense. You can ask about the following:
— His feelings
— His attitude toward the missionaries
— His situation
— His family
— How old he was when he first met the missionaries

Missionary B. Use the board display as a guide to give your response according to what you've seen in the video clip.

Example
Missionary A: ¿Paris tenía esperanza antes de su conversión?
Missionary B: No, Paris no tenía esperanza antes de su conversión.

Re-practice:
1. As a district, pull out your pamphlts for The Restoration in Spanish and open to page 11 (La restauración del Evangelio).
2. Take turns reading while the rest of the missionaries identify all the verbs in imperfect-tense form.
3. Guess the meaning for each of the verbs you do not know by looking at the context of the verb. In addition, identify the subject by looking at the conjugation of the verb.

Verbs: Haber, Ser, Sentir, Existir, Vivir, Desear, Saber, Carecer, etc.

Additional Contexts

• Describing the conditions surrounding the Apostasy or the Restoration
• Telling what things you always used to do when you were a child

Receptive Skill: Reading, Listening
Productive Skill: Speaking

Conceptual Practice: Preterit vs. Imperfect

1. Preclass Preparation

Grammar and Activities:

- Study **Preterit vs. Imperfect** in TALL doing activities *Consider This* through *Create a Sentence.*
- Do activities A–D for **Preterit vs. Imperfect** in the *Spanish for Missionaries* book (p. 175).

2. Additional Study Ideas:

- Do activity G as a district in the *Spanish for Missionaries* book for **Preterit vs. Imperfect** (p. 176).

3. Postclass Work

- Activities E–F in the *Spanish for Missionaries* book for **Preterit vs. Imperfect** (p. 176).

Other Resources

Spanish for Missionaries

Preterit vs. Imperfect: pp. 174–176

Rules

Use the imperfect to:	
Give background information in a story.	Cuando **tenía** 16 años, mi familia viajó a Nauvoo.
Describe a physical, mental, or emotional state or condition in a story.	**Quería** saber por mí mismo que la Iglesia **era** verdadera.
Describe the setting, the conditions, or actions that were in progress in a story.	Mientras **leía** el Libro de Mormón, **oraba** para tener una respuesta.
Emphasize habitual or repeated actions or conditions in a story.	**Orábamos** como familia todos los días.
Talk about past circumstances or the way things used to be.	En esa época **había** mucha agitación religiosa.
Use the preterit to:	
Narrate completed actions, events, and states in a story.	**Sentimos** el Espíritu y **decidimos** orar.
Indicate a change in physical, mental, or emotional condition in a story.	Me **alegré** cuando el hermano Pérez **decidió** bautizarse.
Tell what happened in a story.	**Llegamos** a la capilla y vimos al hermano García.
Indicate that recurrent actions or conditions that have taken place are viewed as completed in the past.	**Oré** muchas veces ese día.

Objective: Successfully choose the correct past-tense form for the following sentences about Joseph Smith's story.

To decide whether to use imperfect or preterit, ask yourself:

- What was it like? What were the circumstances? What used to happen? (Imperfect)
- What happened? What happened next? What changed? (Preterit)

1. Joseph lived in the United States.
2. His family members were deeply religious.
3. They constantly sought for the truth.
4. Many ministers claimed to have the true gospel.
5. Joseph desired to know which of all the sects was right.
6. Joseph turned to the Bible for guidance.
7. Joseph attended different churches.
8. One day he read James 1:5.
9. It taught him to ask God.
10. Joseph decided to pray.
11. He went to a nearby grove.
12. He knelt down.
13. When he was praying, he felt the opposition of the adversary.
14. While he was struggling against opposition, he cried out to God.
15. He saw a pillar of light.
16. In midst of the light, there were two personages.
17. One of them spoke to Joseph.
18. He called him by name.
19. Christ told him not to join any of the denominations.
20. Joseph was 14 years old when he had this vision.
21. He knew he had the vision and he didn't deny it. Joseph was called to be a prophet.
22. Angel Moroni came to tell him where the plates were.
23. He became the Prophet of the Restoration.
24. Joseph received the priesthood from angelic messengers.
25. He established the true Church of Christ.
26. He received the Book of Mormon.
27. By the power of God, he translated it into English.
28. The Book of Mormon was printed as a second testament of Christ.
29. Many people were baptized on that day.
30. Joseph was eventually imprisoned.
31. The Church also endured rising opposition.
32. While still in jail, a mob came.
33. While in Carthage, the Prophet read scriptures and they sang hymns.
34. They reached the room where Joseph was staying.
35. Joseph was killed.
36. Joseph the Prophet sealed his testimony with his life.

Study Guide

Teaching the principle of **The Great Apostasy**

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Quitar*
  - *Muerto*
  - *Tergiversar*
  - *Revelar*
  - *Apostasía*
  - *Resurrección*
  - *Encontrar*
  - *Perder*
  - *Plenitud*
  - *Parte*
  - *Durante*
  - *Después*
  - *Precioso*
  - *Joven*
  - *Cada*
  - *Dispensación*

Grammar and Activities:

- Memorize the conjugations of **Ser** in the **Present Tense** and in the **Preterit Tense**.
- Memorize the **Past Participle** endings.
- Study **Passive Voice** in TALL doing activities *Consider This* through *Build a Sentence (2).*
- Study **Suffixes** in TALL doing activities *Consider This* through *Fill in the Blank.*
- Do activities A–C in the *Spanish for Missionaries* book for **Passive Voice** (pp. 152 –153).
- Do activities A–B in the *Spanish for Missionaries* book for **Suffixes** (pp. 71–72).

2. Additional Study Ideas

- Do activities F–G in the *Spanish for Missionaries* book about **Passive Voice** (p. 154).

3. Postclass Work

- Do activities D–F in the *Spanish for Missionaries* book for **Passive Voice** (pp. 153–154).

Other Resources

Spanish for Missionaries

Suffixes: pp. 71–72

Passive Voice: pp. 151–154

Passive Voice

	El Evangelio *The Gospel*		**fue** *was*	**rechazado** *rejected*	**por** *by*	**las personas** *the people*
¿Qué *What*	**El Evangelio** *The gospel*	**(no)**[1]	**fue** *was (s)*	**rechazado(a/s)** *rejected*	**por** *by*	**un jovencito** *a small boy*
¿Cuándo *When*	**La verdad** *The truth*		**fueron** *were (p)*	**quitado(a/s)** *taken*	**por medio de** *through*	**la tierra** *the earth*
¿Por qué *Why*	**Los apóstoles** *The Apostles*			**muertos** *killed*	**de** *of*	**la Biblia** *the Bible*
Porque *Because*	**El sacerdocio** *The priesthood*			**tergiversado(a/s)** *distorted*	**en** *in/on*	**todas las personas** *all the people*
Sí, *Yes,*	**Las escrituras** *The scriptures*			**restaurado(a/s)** *restored*	**a** *to*	**los profetas** *the prophets*
No, *No,*	**La plenitud del Evangelio** *The fullness of the gospel*			**revelado(a/s)** *revealed*		**cada dispensación** *each dispensation*
	Partes claras y preciosas *Plain and precious things*			**se enseñó/enseñaron** *was/were taught*		**las escrituras** *the scriptures*
	La Iglesia de Jesucristo *The Church of Jesus Christ*			**se perdió/perdieron** *was/were lost*		**durante la apostasía** *during the Apostasy*

¿Los apóstoles fueron rechazados?
The Apostles were rejected?
Sí, los Apóstoles fueron rechazados.
Yes, the apostles were rejected.
No, los Apóstoles no fueron rechazados.
No, the apostles were not rejected.

¿Qué se perdió durante la apostasía?
What was lost during the Apostasy?
La verdad se perdió durante la apostasía.
The truth was lost during the Apostasy.

1. When negating, the “no” goes between the subject and the verb: El Evangelio no fue rechazado.
2. When forming questions with a question word, follow this pattern: Question Word (Cuándo) + Ser + Participle (fue restaurado) + Subject (el Evangelio).

Scenario

Practice:

Teacher: Write El Evangelio de Jesucristo on the board. Underneath this title, divide the board into two columns. In one column, write Profetas; in the other column, Personas Inicuas.

Missionaries: List in each column the things that the prophets and the wicked people did with the gospel or how they were involved in the Restoration.

Example

El Evangelio de Jesucristo...	
(Profetas)	(Personas Inicuas)
-Fue revelado a los profetas. -Fue restaurado en cada dispensación a través de los profetas. -Se enseñó en cada dispensación por los profetas. -Fue restaurado en nuestros días por medio de José Smith	-Fue rechazado por las personas. -Fue quitado de la tierra en la apostasía. -Fue tergiversado por personas inicuas. -Partes del Evangelio fueron quitadas de la Biblia.

(Note to the Teacher: Do the same practice by adding a new table and replacing El Evangelio de Jesucristo with other topics such as La verdad, El sacerdocio, Las escrituras, La Iglesia de Jesuscristo, etc.)

Re-practice: You and your companion are teaching an investigator that has a hard time understanding the importance of dispensations and apostasies. He claims that there is no need for prophets today because Christ has already taught us all that we need to know in order to be saved.

Missionary A. Using the board display and the table on the board, discuss the following subjects in Passive Voice:
— The gospel of Jesus Christ
— The truth
— The priesthood
— The scriptures
— The Church of Jesus Christ

Missionary B. You will take the role of the investigator. Give your response to missionary A according to what you understood from his/her explanation.

Example
Missionary: El Evangelio de Jesucristo fue revelado a los profetas. El Evangelio de Jesucristo fue rechazado por las personas inicuas. ¿A quién fue revelado el Evangelio de Jesucristo?
Investigator: Fue revelado a los profetas.

Additional Contexts

- Answering the question, By what means can we receive blessings? (e.g., Las bendiciones se reciben por la fidelidad.)
- Talking about what happens in the Church, in the priesthood, and in young men's and young women's programs.

Study Guide

Invitation to go to church

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Pasar*
  - *Llamar*
  - *Recoger*
  - *Escuela*
  - *Reunión*
  - *Hoy*
  - *Mañana*
  - *Ayer*
  - *Cita*

Grammar and Activities

- Memorize the conjugations of **Ser** in the **Present Tense**, **Preterit Tense**, and **Future Tense**.
- Study **Time and Date** in TALL doing activities *Consider This* through *Listen for Use.*
- Study **Temperature and Weather** in TALL doing activities *Consider This* through *Use Pictures.*

2. Additional Study Ideas

- Do activity E in the *Spanish for Missionaries* book for **Time and Date** (p. 183).

3. Postclass Work

- Do activities A–D in the *Spanish for Missionaries* book for **Time and Date** (pp. 182–183).
- Do activities A–B in the *Spanish for Missionaries* book for **Temperature and Weather** (p. 35).

Other Resources

Spanish for Missionaries

Time and Date: pp. 180–183

Temperature and Weather: pp. 34–35

Time and Date

	La iglesia empieza	**a las**	**nueve**	**de la mañana**
	Church starts	*at*	*nine*	*in the morning*
¿A qué hora	**La iglesia[1] empieza**	**Plural**	**ocho y media**	**de la mañana**
At what time	*Church starts*	*a las*	*eight thirty*	*in the morning*
¿Cuándo	**[1]Los recogeremos**	**Singular**	**once y cuarto**	**de la tarde**
When	*We will pick you up*	*a la*	*eleven fifteen*	*in the afternoon*
Sí,	**El hermano____[1] vendrá**		**una y cuarenta y cinco**	**de la noche**
Yes,	*Brother___ will come*		*one forty five*	*in the evening*
No,	**¿Se bautizará**			**de la madrugada**
No,	*Will you be baptized*			*in the early morning*

....

Hoy	**(no)[1]**	**es/son**	**(el/los) lunes**	**(el) primero de enero**
Today		*is/are*	*on Monday(s)*	*January 1st*
Mañana		**será/serán**	**(el/los) miércoles**	**(el) treinta y uno de marzo**
Tomorrow		*will be*	*on Wednesday(s)*	*March 31st*
La actividad		**fue/fueron**	**(el/los) viernes**	**(el) diez y ocho de junio**
The activity		*was/were*	*on Friday(s)*	*June 18th*
Nuestra cita			**(el/los) domingo**	**(el) quince de diciembre**
Our appointment			*on Sunday(s)*	*December 15th*

¿La iglesia empieza a las nueve de la mañana?
Does Church start at nine in the morning?
Sí, la iglesia empieza a las nueve de la mañana.
Yes, Church starts at nine in the morning.
No, la iglesia no empieza a las nueve de la mañana.
No, Church does not start at nine in the morning.

¿A qué hora empieza la reunión sacramental?
What time does sacrament meeting start at?
La reunión sacramental empieza a las once y cuarto.
Sacrament meeting starts at eleven fifteen.

1. When negating, the "no" goes between the subject and the verb: La iglesia no empieza a las nueve.

Function: Asking and answering questions of time, date, and location
Context: Invitation to go to church

Scenario

Watch the video clip titled *Talk with Everyone* from *The District 1*.

Practice:

Missionary A. You will take the role of the investigator. Using the board display as a guide, ask missionary B about the following:
— The date and time when church services start
— The time at which church services end
— The time at which he/she can be picked up
— The time and date of his/her next appointment

Missionary B. You will take the role of the missionary. Use theboard display as a guide to give your response to missionary A.

Example
Investigator: ¿A qué hora empieza su iglesia?
Missionary: Nuestra iglesia empieza a las nueve de la mañana.

Re-practice: Watch the video clip titled *Invitation to Be Baptized: German* from *The District 2*. Pay close attention to how the missionaries invite German to be baptized.

Missionary A. Using the board display, invite missionary B to be baptized on a specific date. If he/she can't be baptized on that day, ask why and suggest baptism on a different day.

Missionary B. You will take the role of the investigator. Reject the invitation to be baptized on the first three dates because of the following reasons. Accept the invitation the fourth time.
— First date: You are going to be out of town
— Second date: It is your brother's birthday
— Third date: You have an important work meeting to attend

Example
Missionary: ¿Se bautizará el sábado 20 de enero?
Investigator: No, no me bautizaré el sábado 20 de enero.
Missionary: ¿Por qué?
Investigator: El sábado 20 de enero no voy a estar en la ciudad.

Additional Contexts

- Talking about the climate of your mission or hometown
- Planning for the following day

Conceptual Practice: Saber y Conocer

1. Preclass Preparation

Vocabulary

- There is no specified vocabulary for Conceptual Practices.

Grammar and Activities

- Study **Verb Comparisons** in TALL doing activities *Consider This* through *Complete the Paragraph.*
- Do activities A–C for **Verb Comparisons** in the *Spanish for Missionarie*s grammar book (pp. 112 –113).

2. Ideas for District Language Study

- Using the grammar rules from the *Spanish for Missionaries* book, write out a sentence using each of the words that corresponds with “to know,” “to ask,” “to leave,” and “to play.”

Other Resources

Spanish for Missionaries

Verb Comparisons: pp. 112–113

Rules
Saber: *to know a fact or to know how to do something. It also means "to find out" in the preterit.*
Conocer: *to know a person or to be familiar with something. It also means "met" in the preterit.*

Objective: Understand the difference between "saber" y "conocer."

1. **Job 19:25—**For I know that my redeemer liveth, and that he shall stand at the latter day upon the earth.
2. **Job 36:26—**Behold, God is great, and we know him not, neither can the number of his years be searched out.
3. **Joseph Smith–History 1:25—**For I had seen a vision; I knew it, and I knew that God knew it, and I could not deny it, neither dared I do it; at least I knew that by so doing I would offend God, and come under condemnation.
4. **Psalms 1:6**—For the Lord knoweth the way of the righteous: but the way of the ungodly shall perish.
5. **Isaiah 1:3—**The ox knoweth his owner, and the ass his master's crib: but Israel doth not know, my people doth not consider.
6. **1 Nephi 17:19—**We knew that ye could not construct a ship, for we knew that ye were lacking in judgment; wherefore, thou canst not accomplish so great a work.
7. **Jeremiah 1:5—**Before I formed thee in the belly I knew thee.
8. **3 Nephi 13:8—**Be not ye therefore like unto them, for your Father knoweth what things ye have need of before ye ask him.
9. **Nahum 1:7—**The Lord is good, a strong hold in the day of trouble; and he knoweth them that trust in him.
10. **Alma 18:20—**And the king said: How knowest thou the thoughts of my heart?
11. **Matthew 7:16**—Ye shall know them by their fruits.
12. **Alma 32:16—**Blessed is he that believeth in the word of God, and is baptized without stubbornness of heart, yea, without being brought to know the word, or even compelled to know, before they will believe.
13. **John 21:17—**And he said unto him, Lord, thou knowest all things; thou knowest that I love thee.

Study Guide

***Teaching the principles of* Agency and the Fall of Adam and Eve *and* The Atonement**

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *La Caída*
  - *Venir*
  - *Distinguir*
  - *Albedrío*
  - *Probar*
  - *Adicciones*
  - *Gozo*
  - *A través*
  - *Nadie*
  - *Todo*
  - *Expiación*

Grammar and Activities

- Memorize the conjugations of **Poder** in the **Conditional.**
- Study **Conjunctions** in TALL doing activities *Consider This* through *Order Parts.*

2. Additional Study Ideas

- Think of a current challenge that your progressing investigator is dealing with. Use this board display to talk about how the Atonement helps mankind overcome the Fall. In addition, describe how the Atonement helps us overcome our individual "falls."

3. Postclass Work

- Do activities A–B and D–E in the *Spanish for Missionaries* book about **Conjunctions** (pp. 201–202).

Other Resources

Spanish for Missionaries

Conjunctions: pp. 200–202

Poder + Infinitive (Conditional)

No	podríamos	tener	hijos	sin	la caída de Adán y Eva
	we couldn't	*have*	*children*	*without*	*the Fall of Adam and Eve*

¿Qué *What*	**(no)**[1]	**podría** *(I) could*	**podríamos** *(we) could*	**tener** *have*	**felices y limpios** *happy and clean*	**sin** *without*	**la caída de Adán y Eva** *without the fall of Adam and Eve*
¿Quién *Who*		**podrías** *(you)could*	**podríais** *(you all) could*	**ser** *be*	**gozo** *joy*		**la Expiación** *the Atonement*
Nadie *No one*		**podría** *(you) could*	**podrían** *(you all) could*	**venir** *come*	**albedrío** *agency*		**el arrepentimiento** *repentance*
¿Por qué *Why?*		**podría** *(he/she/it) could*	**podrían** *(they) could*	**distinguir** *distinguish*	**a la tierra** *to the earth*		
Porque *Because*				**entender** *understand*	**el bien del mal** *good from evil*		
Sí, *Yes,*				**vencer** *overcome*	**probados** *tested*		
No, *No,*					**sus adicciones** *your addictions*		
					la muerte física *physical death*		
					la muerte espiritual *spiritual death*		

Podríamos tener hijos sin la Caída?
Could we have children without the Fall?
No, sin la Caída no podríamos tener hijos.
No, without the Fall, we could not have children.

¿Quién podría vencer la muerte física sin la Expiación?
Without the Atonement, who could overcome physical death?
Nadie podría vencer la muerte física sin la Expiación.
No one could overcome physical death without the Atonement.

1. When negating, the “no” goes between the subject and the verb: Él no podría vencer sus adicciones sin la Expiación.

Function: Asking and answering questions of cause and effect
Context: Teaching the principles of Agency and the Fall of Adam and Eve and The Atonement

Scenario

Your investigator tells you that if it were not for Adam, we would be living a happy and joyous life with our families in the Garden of Eden. You decide to share 2 Nephi 2:22–23 and explain more about the Fall.

Practice:

Missionary A. You will take the role of the investigator. As you are reading the scriptures, ask missionary B about the following topics.
— Having children
— Having joy
— Being able to discern between good and evil
— Exercising our agency

Missionary B. Using the board display as a guide, answer missionary A to help him understand the Fall of Adam.

Example
Investigator: ¿Sin la caída de Adán, podríamos tener hijos?
Missionary: No, sin la caída de Adán no podríamos tener hijos.

Re-practice: Some investigators tell you that they do not understand why Christ had to die for us. They explain that they do not understand how one man could take upon him all the sins of the world. You decide to share with them Alma 7:11–12 and explain the importance of the Atonement.

Companionship A. Read the scripture to the investigators and ask them about the following topics to help them understand what the scripture says about the Atonement.
— How to overcome physical death
— How to overcome spiritual death
— How to be happy
— Who understands our trials and afflictions

Companionship B. You will take the role of the investigators. Using the board display, answer missionaries according to what the scripture says.

Example
Missionaries: ¿Sin la Expiación, podríamos vencer la muerte espíritual?
Investigators: No, sin la Expiación, no podrían vencer la muerte espíritual.

Additional Contexts

- Talking about what blessings we would be able to receive if we were obedient (e.g., Si fuéramos obedientes...)

Study Guide

Asking effective questions

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Obtener*
  - *Conocer*
  - *Hallar*
  - *Lograr*
  - *Salvar*
  - *Eterno*
  - *Matrimonio*
  - *Voz*
  - *Sabiduría*
  - *Deseos*
  - *Sacrificar*

Grammar and Activities

- Memorize the conjugation chart of the **Conditional.**
- Study **Conditional** in TALL doing activities *Consider This* through *Create Sentences.*
- Do activities A–C in the *Spanish for Missionaries* book for the **Conditional** (pp. 197–198).

2. Additional Study Ideas

- Do activity F in the *Spanish for Missionaries* book for the **Conditional** (p. 198).

3. Postclass Work

- Do activities D, E, and G in the *Spanish for Missionaries* book for the **Conditional** (pp. 198–199).

Other Resources

Spanish for Missionaries

Conditional: pp. 196–199

Conditional

¿Qué		daría			para	obtener	el perdón?
What		*would you give*			*in order to*	*obtain*	*forgiveness?*

¿Qué	**(no)**	**dar**	**ía**	**íamos**	**para**	**obtener**	**el perdón**
What		*give*	**ías**	**íais**	*in order to*	*to obtain*	*forgiveness*
¿Cómo		**vivir**	**ía**	**ían**		**conocer**	**(a) Dios**
How		*live*				*to know*	*(to) God*
¿Por qué		**sacrificar**				**tener**	**una familia eterna**
Why		*sacrifice*				*to have*	*an eternal family*
Porque		**orar**				**hallar**	**paz**
Because		*pray*				*to find*	*peace*
Sí,		**leer**				**saber**	**la verdad**
Yes,		*read*				*to know*	*the truth*
No,		**preguntar**				**estar**	**limpio y puro**
No,		*ask*				*to be*	*clean and pure*
		obedecer				**salvar**	**su matrimonio**
		obey				*to save*	*your marriage*
							las escrituras
							the scriptures
							la voz del Espíritu
							the voice of the Spririt
							los mandamientos
							the commandments

¿Qué daría para conocer a Dios?
What would you give to know God?
Yo leería las escrituras.
I would read the scriptures.
Yo guardaría los mandamientos.
I would keep the commandments.

¿Guardaría los mandamientos para hallar paz?
Would you keep the commandments to find peace?
No, no guardaría los mandamientos.
No, I would not keep the commandments.
Sí, guardaría los mandamientos para hallar paz.
Yes, I would keep the commandments to find peace.

Scenario

Watch the video clip titled *Invitation to Be Baptized: Jynx* from *The District 2.* You decide to ask Jynx what she would do in order to receive certain blessings.

Practice:

Missionary A. Using the board display, ask missionary B what he/she would do, give, sacrifice, etc., in order to:
— Obtain forgiveness
— Know God
— Find peace
— Have an eternal family
— Know the truth

Missionary B. You will take the role of the investigator. Assume a role similar to Jynx's. Using the board display and the information provided by Jynx as a guide, give your response to missionary A.

Example
Missionary: ¿Qué daría para obtener perdón?
Investigator: Yo me arrepentiría de mis pecados. Yo me bautizaría en la iglesia verdadera.
Teacher. Explain to the missionaries how to use Deber + Conditional so that they can practice telling what they would do in certain scenarios.

Re-practice: Repractice: You are at a district meeting and your district leader asks you for counsel about how the missionaries in the district can better fulfill their purpose.

Missionary A. Using Deber + Conditional, discuss the following:
— What lessons to teach
— What commitments to extend
— How to prepare the investigators for baptism
— What the investigators need to do to receive an answer
— What the missionaries need to study

Missionary B. You will take the role of the district leader. Ask missionary A why his/her counsel would help the missionaries better fulfill their purpose.

Example
Missionary: Creo que deberíamos enseñar el plan de salvación con un miembro presente.
District Leader: ¿Por qué deberíamos hacerlo?
Missionary: Porque ayudaría a los investigadores a tener amigos.

Additional Contexts

- Making polite requests

Study Guide

Helping investigators keep their commitments

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Desear*
  - *Necesario*
  - *Importante*
  - *Mandar*
  - *Existir*
  - *Prohibir*
  - *Dudar*
  - *Temer*
  - *Lamentar*
  - *Relación*
  - *Normal*
  - *Desarrollar*
  - *Aceptar*
  - *Cometer*
  - *Reposo*

Grammar and Activities

- Memorize the conjugation endings of **Subjunctive**.
- Study **Present Subjunctive: Forms** in TALL doing activities *Consider This* through *Choose the Best Answer.*
- Study **Noun Clauses** in TALL doing activities *Consider This* through *Create a Sentence.*
- Do activites A–B in the *Spanish for Missionaries* book for **Present Subjunctive: Noun Clauses** (p. 211).
- Do activities A–B in the *Spanish for Missionaries* book for **Present Subjunctive: Forms** (pp. 207–208).

2. Additional Study Ideas

- Do activity G in the *Spanish for Missionaries* book for **Present Subjunctive: Noun Clauses** (p. 212).

3. Postclass Work

- Do activities C–D in the *Spanish for Missionaries* book for **Present Subjunctive: Forms** (p. 208).
- Do activities C–D in the *Spanish for Missionaries* book for **Present Subjunctive: Noun Clauses** (pp. 211–212).

Other Resources

Spanish for Missionaries

Present Subjunctive: Forms: pp. 206–208

Present Subjunctive: Noun Clauses: pp. 209–213

Present Subjunctive: Noun Clauses (change of subject)

Dios	quiere	que	ore	todos los días
God	*wants*	*that*	*you pray*	*every day*

¿Por qué
Why
Porque
Because

Dios
God
Nuestro Padre Celestial
Our Heavenly Father
El Señor
The Lord

(no)

querer
to want
desear
to desire
esperar
to hope
mandar
to command
pedir
to ask
Es necessario
It is necessary
Es importante
It is important

que
that

or~~ar~~
to pray
hall~~ar~~
to find
guard~~ar~~
to keep
habl~~ar~~
to speak

-ar	
-e	-emos
-es	-éis
-e	-en

le~~er~~
to read
asist~~ir~~ a
to attend
recib~~ir~~
to receive
viv~~ir~~
to live
ser[1]
to be

-er/-ir	
-a	-amos
-as	-áis
-a	-an

todos los días
every day
La Palabra de Sabiduría
The Word of Wisdom
con Él
with Him
las escrituras
the scriptures
la Iglesia
church
los mandamientos
the commandments
paz y gozo
peace and joy
paciente/obediente
patient/obedient
revelación
revelation
sin culpa y pecado
without guilt and sin
un testimonio
a testimony
la Santa Cena
the sacrament

¿Por qué Dios quiere que usted <u>ore</u>?
Why does God want you to pray?
Porque Dios quiere que yo <u>sea</u> paciente.
Because God wants me to be patient.
Porque es importante que <u>reciba</u> revelación.
Because it is important that I receive revelation.

¿Por qué el Señor quiere que <u>guardemos</u> los mandamientos?
Why does the Lord want us to keep the commandments?
Porque el Señor quiere que <u>recibamos</u> un testimonio.
Because the Lord wants us to receive a testimony.

1. "Ser" is an irregular verb in the subjunctive (yo—sea, usted—sea,…)

Scenario

In this activity you will ask and answer questions about the desires and expectations of God.

Practice:

Missionary A. Using the board display, ask and answer questions to help the investigator better understand what God expects and desires of him/her.

Missionary B. You will take the role of the investigator. Using the board display, ask and answer questions to better understand the desires and expectations of God.

Example
Missionary: ¿Por qué Dios quiere que usted ore?
Investigator: Porque Dios quiere que yo reciba revelación.
Missionary: ¿Por qué es importante que reciba revelación?
Investigator: Porque El Señor quiere que reciba un testimonio.

Re-practice: Teacher: Write on the board the following sentences:

Para tener la vida eterna:	
Es necesario que... Es importante que...	...seamos obedientes ...guardemos los mandamientos

Missionaries: Using the board display, create sentences in present subjunctive to express what is necessary in order to have eternal life.

Additional Contexts

- Talking about what the missionaries expect and hope to happen with their investigators the coming week
- Asking an investigator what he/she hopes/expects/wants from the lessons and the missionaries

Study Guide

The role of the Holy Ghost in conversion

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Hay*
  - *Cosa*
  - *Condenar*
  - *Éxito*
  - *Contenido*
  - *Carne*
  - *Interesar*
  - *Rectitud*

Grammar and Activities

- Study **Present Subjunctive: Adjective Clauses** in TALL doing activities *Consider This* through *Complete the Paragraph.*
- Do activity A in the *Spanish for Missionaries* book for **Present Subjunctive: Adjective Clauses** (p. 215).

2. Additional Study Ideas

- Do activities D and F in the *Spanish for Missionaries* book for **Present Subjunctive: Adjectives Clauses** (pp. 215 –216).

3. Postclass Work

- Do activities B–C in the *Spanish for Missionaries* book for **Present Subjunctive: Adjective Clauses** (p. 215).

Other Resources

Spanish for Missionaries

Present Subjunctive: Adjective Clauses: pp. 214–216

Cualquier	**persona**	**que**	**pregunte**	**a Dios**	**recibirá una respuesta**
Any	*person*	*that*	*asks*	*God*	*will receive an answer*

Sí, *Yes,*	**Cualquier(a)** *Any*	**persona** *person*	**que** *that*	**pregunt~~ar~~** *to ask*	**a Dios** *God*	**recibirá una respuesta** *will receive an answer*
No, *No,*	**(No) hay** *There is (not)*	**nadie** *no one/anyone*		**medit~~ar~~** *to ponder*	**el Libro de Mormón** *the Book of Mormon*	**sentirá el Espíritu** *will feel the Spirit*
	No conozco a *I do not know*	**alguien** *someone*		**or~~ar~~** *to pray*	**en su contenido** *in its content*	**sabrá que es verdadero** *will know that it is true*
	(¿) Conoce a *Do you know*			**est~~ar~~** *to be*	**con verdadera intención** *with true intent*	**vencerá sus pruebas** *will overcome his/her trials*
				cre~~er~~ *to believe*	**acerca de José Smith** *about Joseph Smith*	**será condenado** *will be condemned*
				le~~er~~ *to read*	**dispuesto a** *willing to*	**será enaltecido** *will be exalted*
				viv~~ir~~ *to live*	**interesado** *interested*	**tendrá éxito** *will have success*
				serv~~ir~~[1] *to serve*	**en la oración** *in prayer*	
					en rectitud *in righteousness*	
					con diligencia *with diligence*	

-ar

-e	**-emos**
-es	**-éis**
-e	**-en**

-er/-ir

-a	**-amos**
-as	**-áis**
-a	**-an**

¿Cualquier persona que <u>pregunte</u> a Dios recibirá una respuesta?
Will any person that asks God receive an answer?
Sí, cualquier persona que <u>pregunte</u> a Dios recibirá una respuesta.
Yes, any person that asks God will receive an answer.

1. These verbs are irregular. Go to your Spanish for Missionaries book to know how to conjugate them.

Scenario

Watch the video clip titled *Invitation to Read the Book of Mormon: Alejandra,* from,The District 2. You will use the introduction to the Book of Mormon to help Alejandra understand the importance of the book.

Practice:

Missionary A. While reading the last two paragraphs of the introduction, ask your investigator the following questions:
—Who can receive an answer?
—Who can feel the Spirit?
—Who can know that it is true?
—Who can receive a testimony from the Holy Ghost?

Missionary B. You will take the role of the investigator. Using the board display, give your response to missionary A by starting with "any person that"("cualquier persona que") and then complete the sentence with the things that a person must do.

Example
Missionary: ¿Quién puede recibir una respuesta?
Investigator: Cualquier persona que pregunte a Dios puede recibir una respuesta.

Re-practice: Teacher. Instruct the missionaries to ponder the following questions:
— ¿Cómo puedo saber si algo viene de Dios?
— ¿Cómo puede una persona ser salva?
— ¿Quiénes pueden ver señales?
— ¿Qué pasa con las personas que no creen en las escrituras (Sus palabras)?
— ¿Qué pasa con las personas que no creen en Cristo?

Read with the missionaries Ether 4:10–12, 18 in Spanish and have them look for the answers to the above questions and share what they learn with their companion. Write the following sentences and underline the Present Subjunctive verbs on the board. Discuss with the missionaries how these verses can help an investigator know how to recognize an answer from God.
— Éter 4:11. Al que crea estas cosas que he hablado, yo lo visitaré con las manifestaciones de mi Espíritu.
— Éter 4:12. Y cualquier cosa que persuada a los hombres a hacer lo bueno viene de mí.
— Éter 4:12. El que no crea mis palabras, tampoco me creerá a mí.
— Éter 4:12. Aquel que no me crea, no creerá al Padre que me envió.
— Éter 4:18. El que crea y sea bautizado, será salvo; mas el que no crea, será condenado.
— Éter 4:18. Las señales seguirán a los que crean en mí.

Talk with the missionaries and ask who receives the blessings described above.
Missionaries. Respond by mentioning the condition of receiving that blessing.

Example
Teacher: ¿A quién visitará Dios con las manifestaciones de Su Espíritu?
Missionary: A cualquier persona que crea estas cosas (el Libro de Mormón).

Additional Contexts

- Describing some of the promises that God has extended to anyone who will obey
- Teaching about the introduction of the Book of Mormon

Study Guide

Teaching the principle of **The Atonement**

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Para que*
  - *A menos que*
  - *Con tal (de) que*
  - *Antes de que*
  - *En caso de que*
  - *Sin que*
  - *Llegar a ser*
  - *Regresar*
  - *Arrepentirse*
  - *Presencia*
  - *A fin de que*

Grammar and Activities

- Study **Present Subjunctive: Adverb Clauses** in TALL doing activities *Consider This* through *Create a Sentence.*
- Do activities A–B in the *Spanish for Missionaries* book about **Present Subjunctive: Adverb Clauses** (p. 218).

2. Additional Study Ideas

- Do activities E–G in the *Spanish for Missionaries* book about **Present Subjunctive: Adverb Clauses** (pp. 219 –220).

3. Postclass Work

- Do activities C–D in the *Spanish for Missionaries* book about **Present Subjunctive: Adverb Clauses** (p. 219).

Other Resources

Spanish for Missionaries

Present Subjunctive: Adverb Clauses: pp. 217–220

	Cristo no nos salvará *Christ will not save us*	**a menos que** *unless*	**guardemos** *we keep*	**los mandamientos** *the commandments*
¿Por qué *Why*	**Cristo (no)[1] nos salvará** *Christ will (not) save us*	**a menos que** *unless*	**lleg~~ar~~[2] a ser** *to become*	**como Él** *like Him*
Porque *Because*	**Tenemos el Evangelio** *We have the gospel*	**para que** *so that*	**regres~~ar~~** *to return*	**a Su presencia** *to His presence*
Sí, *Yes,*	**(No)[1] recibiremos perdón** *We will (not) receive forgiveness*	**antes (de) que** *before*	**acept~~ar~~** *to accept*	**a Cristo** *Christ*
No, *No,*	**Cristo (no)[1] nos puede sanar** *Christ can (not) heal us*	**a fin de que** *so that*	**conoc~~er~~[2]** *to know*	**vencer las adicciones** *overcome addictions*
	Dios nos da mandamientos *God gives us commandments*	**sin que** *without*	**pod~~er~~[2]** *to be able to*	**arrepentir(nos)** *repent*
	Sentirá paz y gozo *You will feel peace and joy*	**cuando** *when*	**recib~~ir~~** *to receive*	**la vida eterna** *eternal life*
			arrepent~~ir~~se[2] *to repent*	**de sus pecados** *from your sins*

-ar

-e	**-emos**
-es	**-éis**
-e	**-en**

-er/-ir

-a	**-amos**
-as	**-áis**
-a	**-an**

¿Por qué Dios nos da mandamientos?
Why does God give us commandments?
Dios nos da mandamientos <u>para que regresemos</u> a Su presencia.
God gives us commandments so that we return to His presence.

¿Cristo nos salvará <u>sin que guardemos</u> los mandamientos?
Will Christ save us without us keeping the commandments?
No, Cristo no nos salvará <u>a menos que guardemos</u> los mandamientos.
No, Christ will not save us unless we keep the commandments.

1. When making a statement negative, place the "no" between the subject and the verb.
2. These verbs are irregular. Go to your Spanish for Missionaries book to know how to conjugate them.

Function: Asking and answering questions of cause and effect
Context: Teaching the principle of The Atonement

Scenario

You are teaching an investigator that is not sure if it is necessary to repent to be saved. He/She believes that Christ already paid the price of his/her sins and it does not matter if he/she repents or not. After you and your companion taught him/her The Atonement, you decided to ask some questions to make sure that he/she understands the conditions on which we are saved.

Practice:

Missionary A. Use the conjunctions "a menos que," "sin que," "antes de que," or "cuando" to ask missionary B if Christ will save us under the following conditions:

—When we keep all the commandments
—When we accept Jesus Christ as our Savior
—When we repent of our sins
—When we receive the ordinances of the gospel

Missionary B. You will take the role of the investigator. Assume a role similar to the one described above and answer missionary A using the board display.

Example
Missionary: ¿Cristo nos salvará sin que guardemos los mandamientos?
Investigator: No, Cristo no nos salvará a menos que guardemos los mandamientos.

Re-practice: Watch the video clip titled *Steven Marmo: The Bar Fighter.* As you watch the video clip, think about how the Atonement of Jesus Christ could help someone like Steven.

Missionary A. You will take the role of the investigator. Assume a role similar to Steven. Using the board display as a guide, ask missionary B how the Atonement can help you in your life. You may consider the following:

— Ask when you will feel peace and joy
— Ask when you will overcome your weaknesses
— Ask if Christ will heal you even if you keep smoking
— Ask if you can be saved without going to church
— Ask if you can be baptized before obeying the commandments

Missionary B. Using the board display, give your response to Missionary A. Make sure to use the different conjunctions and the verbs in the Present Subjunctive form listed in your board display.

Example
Investigator: ¿Cuándo sentiré paz y gozo en mi vida?
Missionary: Cuando usted ore a Dios y aplique las escrituras en su vida.

Additional Contexts

Telling why God asks us to obey the law of chasitity, the Word of Wisdom, the law of tithing, etc., using "para que," "a fin de que," and so on

Study Guide

Teaching the plan of salvation

1. Preclass Preparation

Vocabulary

- Memorize the meaning and pronunciation of the following words:
  - *Aquí*
  - *Elegir*
  - *Persona*
  - *Morir*
  - *Mandamientos*
  - *Cuerpo*

Grammar and Activities

- Memorize the conjugation endings for **Past Subjunctive.**
- Study **Past Subjunctive** in TALL doing activities *Consider This* through *Listen for Use.*
- Do activities A–B in the *Spanish for Missionaries* book for **Past Subjunctive** (p. 222).

2. Additional Study Ideas

- Do activities E and G in the *Spanish for Missionaries* book for **Past Subjunctive** (pp. 223 –224).

3. Postclass Work

- Do activities *Use Pictures* through *Create Sentences* for **Past Subjunctive** in TALL.
- Do activities C–D in the *Spanish for Missionaries* book for **Past Subjunctive** (pp. 222–223).

Other Resources

Spanish for Missionaries

Past Subjunctive: pp. 221–224

Past Subjunctive

Dios nos mandó aquí	**para que**	**fuéramos probados**	**en todas las cosas**
God sent us here	*so that*	*we would be tested*	*in all things*

¿Por qué
Why
Porque
Because
Sí,
Yes,
No,
No,

Dios[1] nos envió aquí
God sent us here
Jesucristo murió
Christ died

Era importante que
It was important that
- **-las personas**
  the people
- **-nosotros**
  we
- **-su familia**
  your family

Dios[1] quería que Sus hijos
God wanted that His children

para que
so that

(Preterit ustedes form)
obedecie~~ron~~
(to obey)
regresa~~ron~~
(to return)
se arrepintie~~ron~~
(to repent)
recibie~~ron~~
(to receive)
tuvie~~ron~~
(to have)

-ar/-er/-ir

-ra	**-´ramos**
-ras	**-rais**
-ra	**-ran**

-ar/-er/-ir

-se	**-´semos**
-ses	**-seis**
-se	**-sen**

los mandamientos
the commandments
a la presencia de Dios
to the presence of God
de sus pecados
from your sins
el perdón
forgiveness
una familia
a family
el Evangelio
the gospel
el plan de Dios
God´s plan
un cuerpo físico
a physical body
el albedrío
agency

¿Era importante que su familia obedeciera?
Was it important that your family obeyed?
Sí, era importante que mi familia obedeciera.
Yes, it was important that my family obeyed.
No, era importante que mi familia se arrepintiera.
No, it was important that my family repented.

¿Por qué Dios nos envió aquí?
Why did God send us here?
Dios nos envió aquí para que fuésemos probados en todas las cosas.
God sent us here so that we were tested in all things.

**Past subjunctive is used in the same 3 situations that present subjunctive is used: change of subject, non-existence/vagueness, and trigger phrases.*
1. When negating, the "no" goes between the subject and the verb: Dios no nos mandó aquí para que pecáramos.

Scenario

Watch the video clip titled *Joshua Febres: The Uncertain Gang Member.* As you watch the video clip, think about how the plan of salvation could give meaning to someone's life like Joshua's.

Practice: You will take the role of an investigator. Assume a role similar to Joshua's. Using the board display and the information provided by Joshua as a guide, ask missionary B about the plan of salvation. You may consider the following ideas:
—Why God placed us on this earth
—What God wanted for me
—Why Christ died for me
—Why it is necesary that we go through trials
—Why God gave us the gospel/prophets/temple

Missionary B. Using the board display, give your response to Missionary A.

Example
Investigator: ¿Qué quería Dios para mí?
Missionary: Dios quería que encontrara felicidad.

Re-practice: You are teaching an investigator that is about to graduate from high school. He/She has been receiving the lessons for the last two months and is trying to decide if he/she will get baptized or not.

Missionary A. You will take the role of the investigator. You are still trying to decide if you want to change your life or not. Using the board display, complete the following sentences with actions that would bring about different changes in your life.
—My life would be a lot easier if…
—My life would be more difficult if…
— I would be happy if…
— I would see a great change in my life if…

Missionary B. Using the board display, give your response to Missionary A.

Example
Investigator: ¿Mi vida sería más fácil si orara todos los días?
Missionary: Sí, si orara todos los días, sentiría el amor de Dios para usted.

Additional Contexts

- Describing to investigators what would have happened if we did not have the gospel in our lives
- Making if…then statements

Appendix Content

Reflexive Verbs (Present Tense)

Subject	*Reflexive Pronoun*	*Conjugated Verb (present tense)*		
(Nosotros) *(We)*	**nos** *ourselves*	**preparamos** *we prepare*	**para** *for*	**la lección** *the lesson*

prepararse (se → reflexive pronoun)

Yo	**Nosotros**
Tú	**Vosotros**
Él/Ella/Ud.	**Ellos/Ellas/ Uds.**

me	**nos**
te	**os**
se	**se**

+

preparo	**preparamos**
preparas	**preparáis**
prepara	**preparan**

¿Cuándo
When
¿Por qué
Why
Porque
Because
Sí,
Yes,
No,
No,

Yo	**Nosotros**
Tú	**Vosotros**
Él/Ella/Ud.	**Ellos/Ellas/ Uds.**

(no)
+

me preparo	**nos preparamos**
te preparas	**os preparáis**
se prepara	**se preparan**

para
in order to

recibir paz
to receive peace
tener felicidad
to have happiness
tener el Espíritu
to have the Spirit
predicar el Evangelio
to preach the gospel

Yo
I
Usted
You (formal)
Jesucristo
Jesus Christ
Mi compañero
My companion
Los investigadores
The investigators

AR
bautizarse
to get baptized
afeitarse
to shave (oneself)
despertarse (e → ie)
to wake up (oneself)

ER
verse
to see (oneself)

IR
sentirse (e → ie)
to feel
arrepentirse (e → ie)
to repent (oneself)

a las 10:30
at 10:30
a las 6:30
at 6:30

cada noche
every night
cada día
every day
el sábado
(on) Saturday
mañana
tomorrow
diariamente
daily
semanalmente
weekly

Function: Asking about and describing actions and events
Context: Purposes of the gospel and daily routine

Pronouns play a big role in spanish grammar. Knowing where to put them can sometimes be difficult because the situations changes depending on the form of the verb. The table below outlines where the pronouns are placed in a sentence depending on the form of the verb in the sentence.

DOP: the noun that is being 'verbed' in the sentence (i.e. I read *it* [the book]....*it* [the book] is being read).
IOP: describe to/for whom the action is being done (i.e. I read the book *to you*)

Notice that all the pronouns are the same except the 3rd person pronouns. ⟶

Me	Nos	Me	Nos	Me	Nos
Te	Os	Te	Os	Te	Os
Se	Se	Lo/La	Los/Las	Le	Les

			Reflexive Pronoun	Direct Object Pronoun (DOP)	Indirect Object Pronoun (IOP)
	N	Negative Command	Don't fall asleep! *¡No **se** duerme¡*	Don't read it (the scripture). *No **la** lee.*	Don't tell the secret to him. *No **le** diga el secreto.*
verb	**C**	Conjugated Verb	Joseph Smith knelt down. *José Smith **se** arrodilló.*	We will eat them (the tacos). ***Los** comeremos.*	We give the tacos to them. ***Les** damos los tacos.*
	P	Positive Command	Get dressed (Uds)! *¡Vístense!*	Eat them (the tamales)! *¡Cómelas!*	Give him a book (give a book to him). *Déle el libro.*
	I	Infinitive	We want to prepare ourselves. *Queremos prepararnos.*	You should share it (your testimony). *Debe compartirlo.*	She should ask us her question. *Ella debe hacernos su pregunta.*
	G	Gerund	I am bathing myself. *Estoy bañándome.*	Are you reading it (the Book of Mormon)? *¿Está leyéndolo?*	They are talking to her. *Están hablándole.*

¡OJO!

- Whenever a sentence contains both a **DOP** and an *IOP*, the *IOP* always goes first.
  Example: Díga*me***la** (Tell **it** [**the story**] *to me*); *Nos* **lo** dio (He gave **it** [**the book**] *to us*)
- Whenever an **DOP** and and *IOP* are both in a sentence and they both start with 'L', the *IOP* gets changed to 'se'.
  Example: Díga*se***la** (Tell **it** [**the story**] *to him/her/them.*); *Se* **lo** dio (He gave **it** [**the book**] *to him/her/them.*)

Practice determining which pronoun to use and where to put it by translating the sentences below.

1. Can we listen to it (your message)?
2. You should ask him (to him).
3. I ate it (the papaya).
4. Did you give it (the card) to them?
5. Will you share it (your testimony) with her?
6. Let's kneel down! (command)
7. Don't tell me (command).
8. Is your companion showering right now?
9. They will be baptized tomorrow.
10. Can I share it (the verse) with you?
11. They are not giving it (the pamphlet) to him.
12. Hear Him! (command)

Ser vs. Estar-pg. 41

1. ser (somos)
2. estar (estamos)
3. ser (es)
4. ser (es)
5. ser (es)
6. ser (soy)
7. ser (soy)
8. estar (estoy)
9. ser (son
10. estar (estaba)
11. estar (estoy)
12. ser (es)
13. ser (es)
14. ser (es)
15. estar (están)
16. estar (están)
17. ser (es)
18. ser (es)
19. estar (está)
20. estar (estoy)
21. ser (será)
22. ser (es)
23. estar (está)
24. estar (estaba)
25. ser (será)
26. estar (estaba)
27. ser (es)
28. estar (estoy)
29. estar (está)
30. estar (estaba)
31. ser (soy)
32. estar (está)
33. estar (está)
34. ser (son)
35. estar (estoy)

Por vs. Para-pg. 83

1. para
2. para
3. por
4. para
5. por
6. por
7. para
8. para
9. para
10. por
11. para
12. por
13. para
14. por
15. por
16. para
17. por
18. par
19. para
20. para
21. por
22. para
23. por
24. para
25. para
26. por
27. para
28. por
29. para
30. por
31. para
32. para
33. por

Preterit vs. Imperfect-pg. 116

1. Imperfect (vivía)
2. Imperfect (eran)
3. Imperfect (buscaban)
4. Imperfect (afirmaban)
5. Imperfect (desesaba, Imperfect (era)
6. Preterit (se dirigió)
7. Imperfect (asistía)
8. Preterit (leyó)
9. Preterit (instruyó)
10. Preterit (decidió)
11. Preterit (fue)
12. Preterit (se arrodilló)
13. Imperfect (estaba), Preterit (sintió)
14. Imperfect (estaba), Preterit (clamó)
15. Preterit (vio)
16. Imperfect (había)
17. Preterit (habló)
18. Preterit (llamó)
19. Preterit (dijo)
20. Imperfect (tenía), Preterit (tuvo)
21. Imperfect (tenía), Preterit (tuvo), Preterit (negó)
22. Preterit (vino), Imperfect (estaban)
23. Preterit (llegó a ser)
24. Preterit (recibió)
25. Preterit (estableció)
26. Preterit (recibió)
27. Preterit (tradujo)
28. Preterit (fue)
29. Preterit (fueron)
30. Preterit (fue)
31. Preterit (soportó)
32. Preterit (vino)
33. Imperfect (leía), Imperfect (cantaban)
34. Preterit (llegaron), Imperfect (estaban)
35. Preterit (fue muerto)
36. Preterit (salió)

Saber vs. Conocer-pg. 41

1. Saber (sé)
2. Conocer (conocemos)
3. Saber (sabía), Saber (sabía), Saber (sabía), Saber (sabía)
4. Conocer (conoce)
5. Conocer (conoce), Conocer (conoce)
6. Saber (sabíamos), Saber (sabíamos)
7. Conocer (conocí)
8. Saber (sabía)
9. Conocer (conoce)
10. Saber (sabe)
11. Conocer (conoce)
12. Saber (sabes)
13. Conocer (conoceréis)
14. Conocer (conocer), Saber (saber)
15. Saber (sabes), Sabers (sabes)

Distinguishing between Pronouns-pg. 149

1. ¿Podemos escuchar**lo**? (DOP)
2. Debe preguntar**le**. (IOP)
3. **La** comí. (DOP)
4. ¿**Se la** dió? (IOP y DOP)
5. ¿**Lo** compartirá con ella? (DOP)
6. ¡Arrodillémo**nos**! (Reflexive Pronoun)
7. No **me** diga. (IOP)
8. ¿Su compañero está duchándo**se** ahora? (Reflexive Pronoun)
9. **Se** bautizarán mañana. (Reflexive Pronoun)
10. ¿Puedo compartir**lo** con Ud.? (DOP)
11. No están dándo**selo** (*or* 'no **se lo** están dando') (IOP y DOP)
12. ¡Escúcha**lo**! (DOP)

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

Missionary Training Center

